

DOCUMENT RESUME

ED 281 576

JC 870 168

AUTHOR Calman, Ruth C.
 TITLE An Evaluation of Scarborough's Co-Operative Education Program: Internal Evaluation Report No. 3.
 INSTITUTION Scarborough Board of Education (Ontario).
 PUB DATE Jun 82
 NOTE 45lp.; Part of Scarborough's Co-Operative Evaluation and Development of School Systems (CEDSS) project. For a related document, see JC 870 169.
 PUB TYPE Reports - Evaluative/Feasibility (142) -- Tests/Evaluation Instruments (160)
 EDRS PRICE MF01/PC19 Plus Postage.
 DESCRIPTORS *Cooperative Education; *Cooperative Programs; *Field Experience Programs; Foreign Countries; *Job Training; *Program Effectiveness; Program Evaluation; Questionnaires; *School Business Relationship; Secondary Education; Vocational Education; Vocational High Schools

ABSTRACT

As part of Scarborough's (Ontario) Co-operative Evaluation and Development of School Systems (CEDSS) project, an evaluation was conducted of the Board of Education's cooperative education program, which involved in-school instruction with on-the-job experience. The evaluation, which involved surveys of cooperative education students, a control group of students, cooperative education teachers, employers, and parents, focused on the following concerns: (1) students' reasons for taking part in the program and the relationship between these reasons and program goals; (2) teachers' perceptions of program goals; (3) parents' reasons for recommending the program and their perceptions of program goals; (4) program publicity; (5) selection of students; (6) number of credits awarded to students; (7) selection of training station placements; (8) scheduling; (9) schools' supervision and monitoring of students; (10) role of central office staff; (11) communication with employers; (12) communication with parents; (13) influences of parental background on student selection of the cooperative education program; (14) attitudes of program staff; (15) reasons for teachers' and employers' involvement in the program; (16) union attitudes toward the program; and (17) outcomes related to student motivation; student understanding of the world of work; and students', teachers', employers', and parents' perceptions of the program. The study report includes survey instruments and detailed findings. (LAL)

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*Internal Evaluation Report No. 3:
An Evaluation of Scarborough's
Co-operative Education Program*

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**SCARBOROUGH'S CO-OPERATIVE
EVALUATION AND DEVELOPMENT
OF SCHOOL SYSTEMS (CEDSS) PROJECT**

INTERNAL EVALUATION REPORT NO. 3:

AN EVALUATION OF SCARBOROUGH'S
CO-OPERATIVE EDUCATION PROGRAM

SCARBOROUGH'S CO-OPERATIVE EVALUATION AND
DEVELOPMENT OF SCHOOL SYSTEMS (CEDSS) PROJECT

June, 1982

ACKNOWLEDGMENTS

Sincere appreciation is extended to the following individuals for their contribution to this study:

H.J. (Bud) Dilling, Research Director, for his guidance, assistance, and constant support during every phase of this project

Janice Diamond, Research Centre Secretary, for her assistance throughout the study and, in particular, for her extensive work in the preparation of the final draft of this report.

Eve Green, Scarborough CEDSS Secretary, for her work as recording secretary and for performing a myriad of secretarial and organizational tasks associated with the project.

Ellen Berry, Research Assistant, for her assistance in the development of the employer questionnaire and for sharing her expertise.

Siu-Lam Kwong, Research Assistant, for computer analyses of student and teacher questionnaires.

Marilyn Wideman and John Fitzgerald, Research Assistants, for their assistance in compilation of data, verification of tables, and/or proofing of sections of the final report.

Bill Bouce and Pierre Angers, Institute of Behavioral Research, for computer analyses of the employer and parent questionnaires.

Glen Waite and Tony Bruniges, Scarborough Computer Services, for provision of co-operative education student and parent lists on very short notice as well as relevant demographic information for the 1981-1982 Scarborough student population.

Sharon Lang, Typist, Director's Office, and Carol Boorne, Temporary Typist, for their assistance in the typing of the final report.

Marjorie Glenday, Marion Haddon, Denise Heron, and in particular, Mary Yarush, temporary clerical workers, for assisting with one or more of the following: preparation of employer population lists, distribution of questionnaires, preparation of questionnaires for analysis, and preliminary compilation of responses to open-ended questions on all questionnaires.

Principals and other school staff who assisted in the completion of attendance record sheets as well as the distribution and return of questionnaires.

And finally, special thanks are extended to all students, teachers, parents, and employers who participated in the study by completing questionnaires.

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I. INTRODUCTION

The co-operative education program is a high school program which combines in-school instruction with on-the-job experience. As indicated in Internal Evaluation Report No. 1: An Introduction and Overview, this program was one of the seven areas selected for study as part of Scarborough's Co-operative Evaluation and Development of School Systems (CEDSS) project. Results of the CEDSS Areas of Evaluation Survey (see Internal Evaluation Report No. 1), which was conducted to identify areas of concern, suggested that, without exception, all seven groups which were surveyed (trustees, administrative officials, citizens, elementary school teaching personnel, **secondary** school teaching personnel, students, and non-teaching personnel) perceived co-operative education to be an important program to evaluate.

In June, 1981, a sub-committee whose task was to design and implement the evaluation of the co-operative education program was formed. The sub-committee consisted of representatives of the following associations and groups:

- (a) Co-operative education teachers
- (b) Co-operative education central office staff (resource teachers)
- (c) Students participating in the co-operative education program
- (d) Employers participating in the co-operative education program
- (e) Central office administrative staff
- (f) Elementary School Principals' Association
- (g) Secondary School Principals' Association
- (h) Elementary School Vice-Principals' Association
- (i) Secondary School Vice-Principals' Association
- (j) Scarborough Elementary Teachers' Association

- (k) Ontario Secondary School Teachers' Federation, District 16
(Scarborough Board)
- (l) Community volunteers
- (m) Research staff

The first task of the sub-committee was to identify the specific areas to be evaluated. However, before this task could be accomplished, it was necessary to familiarize all members of the sub-committee with the program. In the following sections, an outline of the program, similar to that furnished to sub-committee members and including both a history and description of the program, is provided.

History of the Program

The Scarborough Board of Education initiated its first co-operative education program in 1973. This was a business program at Stephen Leacock Collegiate Institute which involved eight students. By 1975, a summer program in Scarborough had involved 40 students in both the business and technical areas. Three years later, in 1978, a second business program was begun at L'Amoreaux Collegiate Institute. With the addition of this program, the co-operative education program enrolment for the 1978-1979 school year was approximately 85 students.

As the previous historical outline suggests, the program grew slowly in its first five years. However, with the advent of Circular H.S. 1, 1979-1981 (Ministry of Education, Ontario, 1979), which allowed credits to be earned for out-of-school experiences and which set no formal restrictions on the number of credits that might be earned through the co-operative education program, the program underwent rapid expansion. In 1979, the Scarborough Board of

Education, with the assistance of a grant, began a board-wide co-operative education program involving six different high schools. That year, enrolment was approximately 275 students, more than three times the number enrolled in the previous academic year, and the resources of approximately 320 businesses, companies, and agencies were utilized.

During the 1980-1981 school year, the co-operative education program had a further increase in its enrolment. Although exact figures are not available, it is estimated that approximately 1,150 students were involved in programs being offered in twenty different high schools and that students earned more than 3,300 out-of-school credits through their participation in the program.

Based on available information at the time of writing of this report, it appears that the 1981-1982 academic year will witness over 1,350 students' participation in the program at the collegiate, secondary, and vocational school levels.¹ In fact, it appears that the Scarborough program is now the **largest** in Canada and offers the largest variety of program options.

¹ Collegiate Institutes normally provide post-elementary education to students who have completed Grade 8 successfully. Credit courses lead to a **Secondary School Graduation Diploma** or a **Secondary School Honour Graduation Diploma**. Secondary Schools are post-elementary schools designed to provide **students** who have not kept pace with their peers (in the realm of academic achievement) with academic and practical training and to stimulate their **interest** in industrial, commercial, construction, and service occupations. Vocational Schools are designed primarily for students who have been in **special** programs or regular grades (usually Grade 6 and age 13 years) and have shown the need for continued remedial instruction and individual attention. Students will acquire skills necessary for employment, as well as upgraded academic skills.

Description of the Program

As noted in the previous brief history, the Scarborough co-operative education program has witnessed a tremendous growth and expansion in the last three years. This expansion has been characterized by many changes and developmental activities as the program has adapted to meet the needs of an ever-growing number of students. Six different types of program options are now offered as part of the co-operative education program. The following is the most up-to-date description of these program options and associated goals as described in a draft of an upcoming Scarborough publication to be entitled "A Guide for Teaching Co-operative Education" (Scarborough Board of Education, 1982).

1. ACADEMIC

All academic subjects have the flexibility to incorporate an out-of-school component. A large variety of training station opportunities exists in this area. Courses are designed for students in art, computer science, English, French, geography, geology, mathematics, and science.

Goals

1. To reinforce classroom content.
2. To assist students to focus, reinforce, and/or change plans for post-secondary employment or education.
3. To develop in students an understanding of employers' expectations in real job situations.
4. To assist students in the performance of their work so that they may meet employers' expectations.
5. To develop in students an understanding or an insight into the world of work.
6. To increase student motivation in school.
7. To foster the development of a positive self-image for each student.
8. To provide students with a working experience as an integral part of their course.

2. BUSINESS EDUCATION

Four areas exist in which co-operative education has been found appropriate: accounting, data processing, marketing, and secretarial studies. Students in the business programs fill positions according to their level of ability; these positions could range from positions that require simple clerical work to those requiring more sophisticated programming skills. While some Grade 11 and Grade 13 students work in co-operative education programs, most co-operative education students are in Grade 12 courses.

Goals

In addition to the goals stated above, business education programs have, as an additional goal, the following:

9. To assist students to develop, focus, reinforce, and/or expand marketable skills.

3. TECHNICAL EDUCATION

As in all other [co-operative education] programs, Technical Education students spend considerable time in gaining knowledge and experience in fields directly matched with their in-school subjects. The out-of-school component is usually completed in accumulated periods ranging from ten to twenty weeks. While most students currently taking part in the program are in Grades 11 and 12, some intermediate level (Grades 9 and 10) students are also involved, and more intermediate level students may be integrated in the program in the future.

Goals

As stated above, in both sections.

4. COMMUNITY INVOLVEMENT: (A three-prong structure)

The IN-SCHOOL Portion: During this portion, students and teachers reflect both on the agency experience and on social problems in general. Emphasis is on the development of attitudes and skills, with process rather than content being stressed. It is hoped that through participation in the program the student will have not only developed certain skills but also have become aware of, and committed to, the idea of social problem solving.

AGENCY Portion: A student is carefully matched with a social agency where a variety of tasks will be performed in an environment with certain explicit expectations: punctuality, responsibility, confidentiality, initiative, regular pattern of behaviour, and teamwork. During this period, the student also is encouraged to study the problems which an agency may encounter and the procedures used by the agency in dealing with these problems.

The INDEPENDENT STUDY Portion: The student, alone or in company with one or more students, examines a specific topic, problem, or case study. The student prepares a documented report, using skills observed and practised in the agency. Sometimes these skills will be taught in school or will be imparted by an allied resource person.

Goals

In addition to the goals described for the courses above, Community Involvement programs have, as an additional goal, the following:

10. To develop in students a knowledge of individual differences.

5. STUDENT RETENTION PROGRAMS

Co-operative education benefits students in that it provides an alternative form of education for potential school drop-outs. Largely because of co-operative education opportunities, many students have been encouraged to complete their Secondary School Graduation Diploma requirements. Their co-operative education course is in a subject offered in the school curriculum. A further benefit of these programs is that they have the flexibility to permit entry at any period during the school year and may be carried into the succeeding school year.

Goals

In addition to the goals stated for the courses above, Student Retention programs have, as an additional goal, the following: To provide an opportunity for the student to complete Grade 10 successfully and enter an apprenticeship.

6. RE-ENTRY

Co-operative Re-entry programs are designed for adults who want to return to school for the following reasons:

- a) to obtain high school credits and to earn their Secondary School Graduation Diploma or their Secondary School Honours Graduation Diploma.
- b) to make a career change.
- c) to gain experience in the world of work.
- d) to participate in pre-apprenticeship training.
- e) to upgrade existing skills.

To register, all students must have been out of school at least six months. The length of these programs ranges from 12 to 40 weeks. The opportunity to participate for a longer period is available.

There is an in-school life skills component preparing them for their out-of-school experience.

All students, as with other programs, are monitored on a regular basis to ensure suitable training and continued progress.

(Scarborough Board of Education,
1982, pp. 5-7)

In addition to being aware of the various program options offered as a part of Scarborough's co-operative education program, an appreciation of the decentralized nature of the program is essential to a complete understanding of co-operative education in Scarborough. Although the program has undergone and is continuing to undergo many changes as it develops and expands, the program has been a decentralized one since its inception in 1973. Until 1981, only one central office staff member was assigned to the program. In September, 1981, the number of central office co-operative education resource teachers was increased from one to two. As these numbers suggest, programs are organized and operated by teachers in the schools, with central office staff providing primarily a resource function. That is, while central office staff may assist in the development of new programs, in the provision of materials, and, when required, in the acquisition of training station placements, it is the individual teacher who organizes the timetable and schedule, who determines the appropriate number of credits to be earned, who supervises students, and who performs other administrative tasks as needed.

With regard to the current evaluation of the co-operative education program, two observations about the program should be noted. First, the developmental activities associated with the program resulted, in some areas, in the present evaluation being outdated even before the data tabulations were completed. For example, only five of the six programs outlined previously were included in the current evaluation; the sixth program, the student retention program, was only considered in the context of a general program

goal. Furthermore, while most of the goals common to all programs were examined in the current evaluation, some variations in wording of goals as described on questionnaires and goals as currently defined (Scarborough Board of Education, 1982) may be noted.

Second, the decentralized nature of the program imposes certain limitations on a centralized evaluation. Not only do the variations among programs create difficulties in the formulation of questions which will be pertinent to all programs, but these variations also may limit the possibility of **generalizing** to all programs with regard to conclusions and recommendations. Clearly, the decentralized nature of Scarborough's co-operative education program and the resultant variations among programs must be taken into account in considering findings and formulating recommendations.

Purposes of the Study

In designing the current evaluation, it was recognized that one of **two** types of **evaluation** could be carried out--a formative evaluation or a summative evaluation. Formative evaluations examine programs as **they** are developing. These evaluations are undertaken at regular intervals **to** assess progress and to provide feedback that may **be** incorporated into future **program development**. Summative evaluations examine programs after development and **assess** the extent to which goals and objectives have been attained.

The current evaluation of the Scarborough co-operative education program is viewed as being largely formative in nature. As the previous brief history and description of the program have suggested, the Scarborough program has witnessed a tremendous growth and expansion in the last three years and **has undergone**, and is continuing to undergo, many changes both in policy and

procedure. The current evaluation is clearly an evaluation of a developing program, and it was the hope of the sub-committee that the present CEDSS evaluation would serve as the basis for future on-going program evaluations.

In selecting the particular evaluation questions, however, careful consideration was given to fulfilling the CEDSS mandate of providing not only relevant information for decision making and program improvement but also accountability data. The final questions selected, which cover a very broad range of topics, were as follows:

Goals

1. Students' reasons for taking part in the program and their relationship to program goals: (a) What are students' reasons for taking part in the co-operative education program? (b) How do students' reasons for taking part in the program relate to program goals?
2. Teachers' perceptions of program goals: How important are the goals of the Scarborough program perceived to be by co-operative education teachers?
3. Parents' reasons for recommending the program and their perceptions of program goals: (a) Why did parents recommend or choose not to recommend the program to their son/daughter? Are parents' reasons for recommending the program related to program goals? (b) How important are the goals of the program perceived to be by parents?

Procedures

4. Program publicity: (a) To what extent are teachers involved in promoting the program among students, and what types of methods are being used? (b) From what source(s) have students and their parents found out about the co-operative education program?

5. Selection of students: (a) Are teachers able to accommodate in their programs all students who apply? (b) What type of student is currently involved in the program? (c) What criteria, if any, are currently being used for student selection? (d) Do teachers perceive a need for a standardization of student selection procedures? (e) What type of students do teachers feel can be incorporated successfully into the program?
6. Number of credits awarded to students: How many credits do teachers in the various programs award to students? Is there consistency in the number of credits awarded to students in similar programs?
7. Selection of training station placements: To what extent are students, teaching staff, and employers involved in the selection of appropriate training station placements for students? How satisfactory are current procedures perceived to be by the three above-named groups? How satisfied are students with the training station to which they have been assigned?
8. Scheduling: What are the benefits or disadvantages of the different co-operative education program schedules from the point of view of students, teachers, and employers?
9. Schools' supervision and monitoring of students: (a) Who is involved in the monitoring/supervision of students? (b) How much time is allotted to school staff for monitoring/supervision of students? (c) How well prepared are students for their training station involvement? (d) How much time is required by teachers for training station visits? How often do teachers visit students at their training stations? What are teachers' opinions about the ideal frequency of training station visits? Are the frequency and duration of training station visits perceived to be

adequate from the perspective of students? (e) How often do teaching staff and employers discuss student progress, and is the frequency of these discussions deemed to be appropriate by employers? (f) What is the frequency of occurrence of the various supervisory activities? What type of supervisory activities would students like to see occur more frequently or less often? Does the frequency of occurrence of different supervisory activities as reported by teachers and students meet minimum acceptable standards as established by central office co-operative education staff? What type of supervisory activities are perceived as most helpful by teachers and students? (g) Are there other issues that students would like to have the opportunity to discuss on a regular basis with their teachers? (h) In the event of problems arising at the training station, are adequate supervision and resources available to the student for resolving problems? (i) Overall, how satisfied are students with the supervision they have received from their teachers?

10. Role of central office staff: How satisfied are teachers with the current level of central office staff involvement? To what extent do teachers perceive a need for the involvement of central office staff in student selection, monitoring of students, and the locating of training stations? In what other areas do teachers desire increases or decreases in the degree of central office staff involvement?
11. Communication with employers: (a) Are employers adequately informed about the individual students assigned to their organization? What type of information about students and their in-school programs do employers find useful to receive? (b) How well have participating organizations been informed of their responsibilities by the school? (c) Overall, how

satisfied are participating organizations with the communication between themselves and the school?

12. Communication with parents: (a) Have parents been adequately informed about the program in which their son/daughter is enrolled? (b) Have parents been adequately informed about the progress of their son/daughter in the program?

Information Relevant to Future Program Development Activities

13. Influences of parental background on student selection of the co-operative education program: What is the influence of parental occupation and previous exposure by parents to work experience programs on student selection of the co-operative education program as a subject option?
14. Attitude toward the program by school staff: What do teachers who are involved in the co-operative education program perceive the attitude of other school staff to be toward this program?
15. Reasons for teachers' involvement in the program: (a) What are teachers' reasons for becoming involved in the program? (b) How many teachers are prepared to continue their involvement in the program? What are teachers' reasons for continuing or deciding not to continue in the program?
16. Reasons for employers' involvement in the program: (a) What are employers' reasons for becoming involved in the program? (b) In what ways, if any, and to what extent have employers found participation in the program to have been of benefit? (c) How many employers who are currently involved in the program are prepared to continue their involvement? For those who do not wish to continue, what are their reasons?

17. Union attitude toward the program: (a) What is the formal position of the Ontario Federation of Labour on co-operative education? (b) Are union locals knowledgeable about how the co-operative education program works? Do union locals support the philosophy of the program? Are they willing to become involved in the program and, if so, under what conditions? What do union locals see as the advantages and/or disadvantages of becoming involved in the program? Are unions who have apprenticeship programs willing to offer apprenticeship credits to students who participate in the co-operative education program?

Outcomes

18. Student motivation: To what extent does participation in the program affect students' attitude toward school and students' attendance at school?
19. Student understanding of the world of work: To what extent does participation in the program affect students' understanding of the world of work?
20. Students' perceptions of outcomes: In what ways, if any, and to what extent do students perceive the program to have been helpful?
21. Teachers' perceptions of outcomes: In what ways, if any, and to what extent do teachers perceive the program to have been helpful to students?
22. Employers' perceptions of outcomes: (a) In what ways, if any, and to what extent have employers found participation in the program to have been of benefit? (b) What problems, if any, have been experienced by organizations because of their involvement in the co-operative education program? (c) How many organizations have hired co-operative education students in the past two years?

23. Parents' perceptions of outcomes: (a) In what ways, if any, do parents perceive the program to have been helpful to their son/daughter? (b) In what ways, if any, has participation in the program created problems for the families of students who participated in the program?

In selecting the above-outlined evaluation questions, considerable discussion centred around the evaluation of outcomes. While an evaluation of outcomes was clearly central to providing accountability data, it was recognized that the time constraints of the study would render the gathering of this type of data very difficult. Not only would there be limited opportunity to look at pre-post data, but in most cases evaluation of outcomes would be carried out in February, 1982, at which time the majority of students would be only half-way through their programs. Nonetheless, since the alternative of foregoing an evaluation of outcomes was not acceptable, it was decided to proceed with answering all questions as selected.

The present report documents results pertaining to questions 1 to 17a. Findings pertaining to question 17b, which deals with union interviews, and questions 18 to 23, which deal with outcomes, will be presented in a subsequent report.

II. METHODOLOGY

A variety of data collection techniques was used to answer the questions selected for evaluation. These included administration of questionnaires, interviewing, and record and document searches. In the following, a description will be provided of the specific survey populations, the research instruments, and the methods of data collection and analysis.

Survey Populations

Populations Completing Questionnaires

Questionnaires were administered to five different populations. These were:

- a) Co-operative education students: all students in collegiate institutes, secondary schools, and vocational schools whose co-operative education programs began between September 8, 1981, and December 22, 1981 (i.e., during the period beginning and ending with these dates).
- b) Control group of students: all students in collegiate institutes, secondary schools, and vocational schools whose programs began on or after January 25, 1982, and who were not scheduled to be at a ten-week block placement at the time of questionnaire administration¹.
- c) Co-operative education teachers: all teachers who were operating, or who in an upcoming semester would be operating, a co-operative education program. (It should be noted that many "subject" teachers at the secondary school level were participating in the program by assisting "co-operative

¹Definitions (a) and (b) ensured that, at the time of questionnaire administration, all co-operative education students were at least mid-way through their program and that the control group of students had not yet started, or were just starting, their program.

education teachers" in the monitoring of students. While subject teachers in one such school completed questionnaires, these teachers did not form part of the co-operative education teacher population. The results for this one school will be reported separately and will be made available to co-operative education staff in that school only.)

(d) "Employers": the company supervisor or contact person of each student assigned to a training station between September 8, 1981, and December 22, 1981. It will be noted that this group included certain Scarborough Board of Education staff (e.g., staff in central office who were supervising students, etc.).

(e) Parents of co-operative education students: parents of all students, except re-entry students, who began participating in the program between September 8, 1981, and December 22, 1981.

It should be emphasized that, while an attempt was made to survey total populations, as described above, up-to-date, accurate population lists were not readily available for any of the populations. Lists were compiled from information obtained from central office staff, school staff, and the Scarborough Board's computer centre. While considerable effort was expended in compiling these lists, it is likely that a small number of omissions did occur. (At the time of writing of this report, it was known that at least one teacher, six students, and the parents of these students had been omitted from the original population lists.)

Populations Participating in Interviews

Interviews with officials of union locals are now in progress. Lists of union locals and names of the elected executive for each local are being

provided by the Metropolitan Trades and Labour Council and the Provincial Executive of the Canadian Union of Public Employees. At the time of writing of this report, only partial lists had been provided. However, it is known that the final lists will represent a biased sample population in that all union locals included will have agreed, after interchange with the Metropolitan Trades and Labour Council or with the Provincial Executive of the Canadian Union of Public Employees, to participate in the survey. (It will be noted that, in order to describe this sample population better, an attempt is being made to document the number and characteristics of union locals who refused to participate in interviews.)

Data Collection Instruments

Student Questionnaires (Appendix A)

- (a) Survey of Co-operative Education Students - Form A (Collegiate)
- (b) Survey of Co-operative Education Students - Form A (Secondary and Vocational)
- (c) Survey of Co-operative Education Students - Form B (Collegiate)
- (d) Survey of Co-operative Education Students - Form B (Secondary and Vocational)

Although all four student questionnaires listed above were entitled "Survey of Co-operative Education Students", Form A was specifically designed for the control group of students who, it may be recalled, were just starting or just about to start their co-operative education program. "Survey of Co-operative Education Students", Form B, was designed for students with experience in the program.

Both Form A and Form B begin with a brief introduction and are followed by a section requiring the student to supply relevant background information. Background information was obtained not only for purposes of acquiring appropriate information by which to divide populations into specified subgroups (e.g., according to type of school or type of program), but also to develop a profile of the type of student currently taking part in the program. Specifically, all students were asked to indicate their school, sex, grade, marks last year, start date of the program, type of program, number of years in the program, and name of training station placement. In addition, collegiate students were asked to specify the number of courses being taken at each of five levels (basic, general, combined, advanced, and scholarship) and the level at which they were taking their English and mathematics courses. It may be noted that this additional request for information from collegiate students represents the only difference between the collegiate and the secondary and vocational school questionnaires.

The background information section is followed by two sections which are identical on all student questionnaire forms and which constitute the remainder of Form A. Specifically, the first of these sections, "How You Feel About School", is a 22-item inventory developed to measure students' attitude toward school. The second section, "Opinions **About** the World of Work", is a 24-item test developed to measure students' understanding of employers' expectations in the world of work.

The final section of Form B, "Your Opinions About the Co-operative Education Program", is designed to document students' reasons for taking part in the program and to obtain their opinions about scheduling, training station placements, supervision, and program outcomes.

The student questionnaires are composed predominantly of structured questions, although a number of open-ended questions are included. While most of the questions and test items are newly developed, a selection of items from the School Sentiment Index (Instructional Objectives Exchange, 1972) formed the basis of the section entitled "How You Feel About School".

Details of test development for the 22-item inventory, "How You Feel About School", and the 24-item test, "Opinions About the World of Work", will be provided in a subsequent report, together with related findings pertaining to program outcomes. However, it may be reported here that test item analyses of final test data yielded reliability coefficients (Hoyt estimate of reliability) for the former instrument of .89 (collegiate population), .82 (secondary school population), and .81 (vocational school population). Similar test item analyses conducted for the instrument entitled "Opinions About the World of Work" yielded reliability coefficients of .85 (collegiate population), .82 (secondary school population), and .74 (vocational school population).

With regard to the development of the section of the student questionnaire, Form B, entitled "Opinions About Your Co-operative Education Program", it may be noted that an initial draft was field tested with a small number of students at each of the collegiate, secondary, and vocational school levels. Based on this initial field testing, which was carried out by members of the sub-committee, questions were modified as required. The revised instrument was field tested again with two additional secondary school students. The finalized instrument was analyzed using the Fry Readability Formula which estimated this section of the questionnaire to be at a Grade 7

reading level. During field testing, the reading level appeared to be suitable for collegiate and secondary school students; however, it proved necessary to read the questions to vocational school students.

Teacher Questionnaire (Appendix B)

Teacher Perceptions of Scarborough's Co-operative Education Program:

As the name of this questionnaire implies, its purpose is to obtain co-operative education teachers' perceptions of the program. Included are questions which are designed to obtain teachers' opinions and/or documenting information about program goals, scheduling, supervision of students, role of central office staff, program publicity, selection of students, selection of training stations, program outcomes, reasons for involvement in the program, and attitude of other school staff toward the program.

While the teacher questionnaire is comprised primarily of structured questions, a number of open-ended questions are also included. Due to stringent time lines, field testing of this questionnaire was limited (N=3).

Employer Questionnaire (Appendix C)

Employer Perceptions of the Scarborough Co-operative Education Program:

This questionnaire is designed to obtain employers' opinions about selection of students, scheduling, communication between themselves and the schools, and impressions of students at the start of training. Employers are also asked to indicate their reasons for initially becoming involved in the program, the extent to which their expectations have been met or unexpected benefits have been derived, any problems that they have experienced, and whether or not they plan to continue their involvement in the program.

Similar to the teacher questionnaire, the employer questionnaire contains a mixture of structured and open-ended questions, although considerably more of the former. Pilot testing of the questionnaire, which was conducted by sub-committee members, included four employers and was conducted on an individual test administration basis. In addition to pointing out the need for minor revisions, the results of pilot testing raised some concerns about the length of the questionnaire. (One of the the four employers included in pilot testing raised this issue.) However, after some debate, a decision was made to proceed with a slightly modified version of the original questionnaire.

A covering letter explaining the purpose of the survey accompanied all employer questionnaires. A sample of this letter is also included in Appendix C.

Parent Questionnaire (Appendix D)

Parent Perceptions of the Scarborough Co-operative Education Program:

This questionnaire is designed to obtain parents' opinions about program goals, about the type of program information they would like to receive, and about program outcomes. Documenting information is also requested regarding sources from which parents learned about the program, type of program information currently being provided to parents, and extent to which parents are being adequately informed about their son's/daughter's progress. In addition, in order to assess influences of parental background on program selection, parents are asked to indicate their occupation and previous experience, if any, with co-operative education programs.

This questionnaire is composed primarily of structured questions, but open-ended questions are also included. Limited pilot testing (N=4) was conducted by members of the sub-committee by having questionnaires delivered and returned by students. Questionnaires were revised as needed on the basis of pilot test findings.

A sample of the covering letter which accompanied all parent questionnaires is also included in Appendix D.

Union Interview Schedule (Appendix E)

The union interview schedule is designed primarily to document the extent to which the officials of union locals support the co-operative education concept and the extent to which they would be willing to become actively involved in the program. While there are a number of questions which request answers in one of three categories, "YES", "NO", or "DON'T KNOW", most questions are open-ended. Details about the development of this instrument, along with interview findings, will be provided in a subsequent report.

Student Attendance Information: Record Sheets (Appendix F)

Two record sheets were used to obtain information about the attendance of the control group of students (Form A) and the co-operative education students (Form B). The former record sheet requires information to be supplied about students' attendance for each month between September, 1980, and January, 1981, inclusive, and for each month between September, 1981, and January, 1982, inclusive. Form B requires a count of co-operative education students' absences from their training stations and from school between the start date of their program and January 29, 1982. Monthly attendance for each month between September, 1980, and January, 1981, inclusive, is also requested.

Samples of letters of explanation and instruction which accompanied these record sheets are also provided in Appendix F.

Methods of Data Collection

Student Questionnaires

All questionnaires for collegiate students were delivered to the schools for administration on "CEDSS Day", February 8, 1982, or on the following day. Instructions regarding the distribution, administration, and return of the questionnaires were sent to the appropriate school principals. (See Appendix G for a copy of these instructions). In order to help ensure confidentiality, all students were provided with an envelope in which to seal questionnaires before submitting them for return.

While a similar procedure was followed for the distribution of the majority of secondary school student questionnaires, a small number of secondary school students (N=29) on the population lists were known, prior to the distribution of questionnaires, to have recently graduated. Questionnaires for these students were delivered by Canada Post. The letter which accompanied student questionnaires delivered by mail is shown in Appendix H.

Questionnaires for vocational school students were administered in mid-February by a member of the sub-committee with vocational school teaching experience. Questions were read to students, and explanations, as unbiased as possible, were provided where required.

Teacher Questionnaires

Questionnaires for teachers were administered on a group basis. All co-operative education teachers were invited to attend a meeting held at W.A.

Porter Collegiate Institute on January 19, 1982. At that time, in addition to questionnaire administration, the purposes of the study were outlined to teachers. Questionnaires for teachers who were not in attendance at that meeting were sent through inter-office mail with an accompanying letter of explanation (Appendix I).

Employer and Parent Questionnaires

Employer and parent questionnaires were sent by Canada Post in March, 1982. Due to time limitations, no follow-up, by telephone or otherwise, was carried out.

Student Attendance Information Record Sheets

Principals of all collegiate students (except re-entry students) whose co-operative education programs began on or after January 25, 1982, were requested to have their attendance secretaries complete Form A of the record sheets. Co-operative education teachers of all collegiate students (except re-entry) who began their participation in the co-operative education program between September 8, 1981, and December 22, 1981 were requested to complete Form B. Principals of these teachers were asked to have their attendance secretaries assist in this task. It may be noted that, because Form B requested, among other data, a report of training station absences, this part of the form could be completed only by co-operative education teachers.

Methods of Data Analysis¹

Upon return of questionnaires, additional coding, as required, was carried out, and questionnaires were screened for possible problems.

¹Since the results of information obtained from interviews and record searches will be presented in a separate report, descriptions of methods of data analysis are limited to questionnaire data.

Keypunching of the data was performed directly from questionnaires. Statistical analysis of responses to structured questions was carried out by computer using the Statistical Package for the Social Sciences (1975).

The exact methods of data analysis and specific breakdowns of populations varied widely depending on the particular nature of each question. For the convenience of the reader, the specific methods of data analysis are provided in the appropriate sections of this report. However, a few general comments about each set of questionnaire results are provided below.

Student Questionnaire Results

Except for the reporting of return rates and results pertaining to selection of students, only data obtained from the defined co-operative education student population are reported. As indicated previously, data pertaining to outcomes, which will include comparisons of the control group of students and co-operative education students, will be presented in a subsequent report.

In analyzing results between types of schools, comparisons were limited to business education and technical education programs because almost all secondary and vocational school students were enrolled in one of these two programs.

Finally, it should be noted that, prior to the start of data analysis, students in the co-operative education population who had indicated that their programs began in January, 1982, or later (N=8) were excluded from the sample.

Teacher Questionnaire Results

Since the co-operative education teacher population had been identified as all teachers who were operating, or who in an upcoming semester would be operating, a co-operative education program, three distinct subgroups of teachers could be identified:

- a) teachers who were actively involved in the program between September 8, and December 22, 1981,
- b) teachers who were not actively involved in the program between September 8, and December 22, 1981, but who had had experience in the program in a previous year, and
- (c) teachers whose programs had not yet begun and who had no previous experience in the program.

The reader should be aware that, although in most instances data analysis included all teacher data, for certain questions, data obtained from only specified subgroups were analyzed.

Employer Questionnaire Results

Initial screening of employer data was carried out to ensure that all employers included in the sample had had at least one student working in their organization during the year¹. Subsequent data analyses included the total sample, except in the case where it was deemed appropriate to exclude Scarborough Board of Education staff, or, in other instances, employers who were not directly responsible for supervising students.

¹This screening resulted in the exclusion of one respondent from the employer sample.

Parent Questionnaire Results

Except for an analysis of parents' perceptions of the importance of program goals, no breakdown of the parent population was carried out.

Open-Ended Questions

Answers to open-ended questions on all questionnaires were tabulated manually. Two points about tabulation of open-ended responses should be noted. First, open-ended responses for each question were initially categorized and then the number of "reports" for each category was determined. Therefore, the numbers reported are not additive. (One individual whose responses fit into two categories would constitute two reports on a summary table.) Second, responses were omitted if they were unclear, if they did not pertain more or less directly to the question being asked, or, in the case of requests for additional information about a topic, if they reiterated information obtained through structured questions.

Responses to the open-ended "comments" section provided at the end of all questionnaires were also tabulated as described above and are presented in Appendix J.

III. RESULTS: RETURN RATES OF QUESTIONNAIRES

As can be seen in Table III.1, 393 co-operative education students completed questionnaires. This number represents 76 per cent of the total population. A breakdown of return rates by type of school is also shown in Table III.1. It can be seen that questionnaires were completed by 81 per cent of collegiate students, 72 per cent of secondary school students, and 64 per cent of vocational school students. The lower return rates for the latter two groups can likely be accounted for in terms of two factors. First, it will be remembered that 27 per cent of the secondary school questionnaires were administered by mail; all collegiate and vocational school questionnaires were administered in the schools. Furthermore, while the secondary and vocational schools operate "ten-week block" programs, most collegiate programs are operated on an "alternate days, full school year" schedule; this latter schedule would likely have facilitated questionnaire administration. In fact, it was noted that 22 of the 23 vocational school students who did not complete questionnaires failed to do so because they were at their training station placements.

In interpreting return rates, it is clear that the return rate for collegiate co-operative education students is well within the acceptable range and allows findings to be generalized with complete confidence to at least 81 per cent of the collegiate student population. The lower return rates for secondary and vocational school students can likely be accounted for in terms of previously mentioned factors which would not appear to have biased our sample of returns. This raises the possibility that results may be generalized to a larger percentage of the population than suggested by return

TABLE III.1

RETURN RATES OF STUDENT QUESTIONNAIRES

Group	Population N ^a	Questionnaires Completed and Returned	
		No.	%
Co-operative Education Students			
Collegiate	367	297	81
Secondary	107	73	72
Vocational	36	23	64
TOTAL	<u>516</u>	<u>393</u>	<u>76</u>

Control Group of Students			
Collegiate	175	146	83
Secondary	51	43	84
Vocational	5	5	100
TOTAL	<u>231</u>	<u>194</u>	<u>84</u>

GRAND TOTAL OF STUDENTS	747	587	79

^aExcluded from the total population figures are 30 students who had been misclassified as co-operative education students, 9 students who had retired, and 3 students who had graduated.

rates for these two populations. The more conservative interpretation is that results can be generalized with complete confidence to 72 per cent of the secondary school students and 61 per cent of the vocational school student population identified for study.

The return rate for questionnaires completed by the control group of students can be seen in Table III.1 to be well within the acceptable range (84%). The breakdown by type of school also reveals acceptable return rates for collegiate (83%), secondary (84%), and vocational school (100%) populations.

Seventy-one of the 79 teachers identified in our co-operative education teacher population completed and returned their questionnaires. The very high percentage of returns (90 per cent) for this group allows us to generalize with complete confidence to 90 per cent of this population.

Table III.2 summarizes return rates of parent and employer questionnaires. As can be seen, the return rates for these two questionnaires were considerably lower than return rates for student and teacher questionnaires. The differences may be accounted for, to a certain degree, in terms of the method of administration. It will be remembered that both the employer and parent questionnaires were delivered by Canada Post and that no time was available for follow-up. The low return rates suggest that it is inadvisable to generalize findings to the total population of either of these two groups. Specifically, results suggest that findings may be generalized with confidence to 47 per cent of the parent population identified for study and to 56 per cent of the employer population. In order to determine the extent to which the results of parent and employer surveys can be generalized to the total populations, a follow-up of non-respondents would have to be carried out.

TABLE III.2

RETURN RATES OF PARENT AND EMPLOYER QUESTIONNAIRES

Group	Total Population ^a N	Questionnaires Completed and Returned		Questionnaires Completed and Returned in Time for Computer Analysis	
		No.	%	No.	%
Parents	438	206	47	204	47
Employers	358	200	56	195	54

^aExcluded from the total population figures are two parents and seven employers whose questionnaires were sent to incorrect addresses.

IV. RESULTS: PROGRAM GOALS

Students' Reasons for Taking Part in the Program and Their Relationship to Program Goals

(a) What are students' reasons for taking part in the co-operative education program?

A rank ordering of students' reasons for taking part in the program is shown in Table IV.1. As can be seen, the seven top-ranked reasons were considered to be very important by the majority of students. All remaining reasons were considered to be at least somewhat important by the majority of students, except for "to get out of going to school". Sixty-six per cent of students indicated that "to get out of going to school" was not an important reason in their choosing to take part in the program.

Students were also asked to specify any other reasons, that is, in addition to those listed in Table IV.1, which had prompted them to take part in the co-operative education program. For the most part, students who answered this question tended to reiterate those reasons about which they had already been queried. The relatively few new reasons which were suggested are listed in Table IV.2. As can be seen, the most common reason relates directly to a goal which is unique to the community involvement program -- "to develop in students a knowledge of individual differences". It may also be noted that the number of students who indicated that the monetary aspect of the program had been an important factor in their decision to take part was very small.

TABLE IV.1

STUDENTS' REASONS FOR TAKING PART IN THE CO-OPERATIVE EDUCATION PROGRAM:
A SUMMARY OF RESPONSES TO A STRUCTURED LIST OF QUESTIONS
(N=385)

Reason	Rank Order	Mean Rating	Percentage of Respondents Per Response Category ^a			
			1	2	3	NR
To learn job skills	1	2.85	2	11	87	(1)
To take part in a <u>practical</u> learning experience	2	2.84	1	14	84	(1)
To help decide about a future career (job)	3	2.83	2	13	85	(1)
To learn how to be successful at work	4.5	2.71	3	22	73	(2)
To help decide about future education	4.5	2.71	5	19	75	(1)
To obtain a job reference	6	2.61	4	30	65	(1)
To help develop self-confidence	7	2.58	6	30	63	(1)
To use what has been learned in school	8	2.38	8	45	46	(2)
To help get a full-time job after finishing high school	9	2.33	18	31	50	(1)
To earn credits for high school graduation	10	2.25	17	39	42	(1)
To meet new people	11	2.23	16	44	39	(1)
To work with up-to-date equipment	12	2.22	19	38	41	(1)
To increase interest in school	13	1.97	29	45	26	(1)
To get out of going to school	14	1.39	66	27	6	(2)

^a1 = Not important
2 = Somewhat important
3 = Very important
NR = No response

TABLE IV.2

OTHER REASONS FOR TAKING PART IN THE CO-OPERATIVE EDUCATION PROGRAM:
A SUMMARY OF RESPONSES TO AN OPEN-ENDED QUESTION
(N=385)

Reasons	Number of Student Reports
To learn about individual differences/help others with difficulties	8
To combine education and job experience	5
To earn money	3
To dress in nice clothes	1

Differences between Students in Collegiate,
Secondary, and Vocational Schools

Since almost all of the students in the secondary and vocational schools were in the business education or technical education programs, analyses of differences in students' perceptions as a function of type of school were limited to these two programs. Two-way analyses of variance were performed on the data to determine whether students' reasons for selecting the program varied as a function of either their program or the type of school they attended.

The only significant finding with regard to differences as a function of type of program had to do with "meeting new people". Results suggest that this was a significantly more important reason for taking part in the program for business education students (mean rating = 2.38) than for technical education students (mean rating = 2.04) ($p < .01$). However, it is noted that for both groups of students mean ratings suggest that this reason was only "somewhat important".

As can be seen in Table IV.3, a number of significant differences were evidenced as a function of type of school. It was found that "to obtain a job reference" was a significantly more important reason for taking part in the program for collegiate and secondary school students than for vocational school students, whereas the reverse was true with regard to "meeting new people". "To help get a full-time job after finishing high school" and "to earn credits for high school graduation" were significantly more important reasons for secondary and vocational school students than for collegiate students. Finally, the opportunity "to use what has been learned in school" was more important for vocational school students than for collegiate students, with secondary school students falling between these two groups.

The finding that "to obtain a job reference" was only somewhat important for vocational school students is, at first glance, somewhat surprising, especially in view of the importance attached to getting a full-time job after finishing high school. Two possibilities are suggested in accounting for this finding. First, vocational school students may not have understood this somewhat more difficult item, despite explanations provided. Alternatively, the finding may simply imply that vocational school students are hoping that they will obtain a job directly through their co-operative education experience and therefore do not view "obtaining a job reference", which is essentially a stepping stone, to be very important.

While it is not surprising that more secondary and vocational students became involved in the program with the hope of obtaining a full-time job after finishing high school than did collegiate students, these results should be considered in light of the finding that, for all three groups, "to help

TABLE IV.3

STUDENTS' REASONS FOR TAKING PART IN THE CO-OPERATIVE
EDUCATION PROGRAM: A COMPARISON OF BUSINESS AND TECHNICAL
EDUCATION STUDENTS IN THREE TYPES OF SCHOOLS

Reason	Mean Rating (3-point scale) ^a		
	Collegiate Institute (N=159)	Secondary School (N=66)	Vocational School (N=23)
To learn job skills	2.96	2.86	2.91
To take part in a <u>practical</u> learning experience	2.87	2.82	2.70
To help decide about a future career (job)	2.85	2.85	2.87
To learn how to be successful at work	2.79	2.79	2.83
To help decide about future education	2.74	2.71	2.70
To obtain a job reference**	2.67	2.77	2.30
To help develop self- confidence	2.59	2.59	2.74
To use what has been learned in school**	2.42	2.59	2.78
To help get a full-time job after finishing high school**	2.27	2.61	2.83
To earn credits for high school graduation**	2.06	2.50	2.78
To meet new people*	2.17	2.08	2.44
To work with up-to-date equipment	2.32	2.39	2.65
To increase interest in school	1.86	2.05	2.13
To get out of going to school	1.38	1.30	1.48

^a1 = Not important
2 = Somewhat important
3 = Very important

*Statistically significant
differences between means for this
variable ($p < .05$)

**Statistically significant
differences between means for this
variable ($p < .01$)

decide about future education" was very important. That is, regardless of plans for attaining a full-time job, many students are looking for assistance in deciding about future education.

Finally, the importance attached to earning credits should be considered in light of the selection criteria used in the three types of schools. As will be discussed in a later section of this report dealing with selection of students (see pp. 65-67), collegiates tend to limit their programs to students who have already earned the majority of their credits (i.e., Grade 12 students) in contrast to secondary and vocational school programs which are open to students with fewer credits (i.e., Grade 11 students).

Differences between Students in Five Types of Collegiate Programs

As Table IV.4 suggests, there were no significant differences between students in different programs regarding the degree of importance students attached to each of the following reasons in their selection of the program:

- (a) to take part in a practical learning experience
- (b) to obtain a job reference
- (c) to help develop self-confidence
- (d) to earn credits for high school graduation
- (e) to increase interest in school
- (f) to get out of going to school

The first three reasons were considered very important by the majority of students in all five groups (see Appendix K, Tables K3 - K7); "to get out of going to school" was considered to be unimportant. Students within each of the five groups were divided in their opinion as to the importance of "to earn credits for high school graduation" and "to increase interest in school".

TABLE IV.4

STUDENTS' REASONS FOR TAKING PART IN THE CO-OPERATIVE EDUCATION PROGRAM:
A COMPARISON OF STUDENTS IN FIVE TYPES OF COLLEGIATE PROGRAMS

Reason	Mean Rating (3-point scale ^a)				
	Business Education (N=105)	Technical Education (N=54)	Academic (N=20)	Re-entry (N=22)	Community Involvement (N=74)
To learn job skills**	2.96	2.94	2.26	2.86	2.71
To take part in a practical learning experience	2.89	2.85	2.90	2.62	2.85
To help decide about a future career**	2.82	2.91	2.32	2.81	2.87
To learn how to be successful at work**	2.82	2.74	2.56	2.62	2.47
To help decide about future education**	2.78	2.67	2.16	2.65	2.75
To obtain a job reference	2.68	2.65	2.33	2.43	2.59
To help develop self-confidence	2.55	2.67	2.47	2.43	2.49
To use what has been learned in school**	2.47	2.32	2.42	2.60	1.93
To help get a full-time job after finishing high school*	2.28	2.26	1.84	2.50	2.04
To earn credits for high school graduation	1.98	2.22	2.16	2.33	2.22
To meet new people**	2.29	1.94	2.26	1.95	2.44
To work with up-to-date equipment**	2.26	2.43	1.67	2.29	1.82
To increase interest in school	1.80	1.96	1.84	2.10	2.01
To get out of going to school	1.35	1.44	1.21	1.40	1.53

^a1 = Not Important
2 = Somewhat Important
3 = Very Important

*Statistically significant differences between means for this variable ($p < .05$)

**Statistically significant differences between means for this variable ($p < .01$)

In examining differences, it was noted that students registered in an academic program tended to differ most from students in other programs. For example, students in an academic program rated "to learn job skills", "to help decide about a future career", and "to help decide about future education" as significantly less important reasons than did any other group. In examining the percentage of respondents per response category in this relatively small group of students (N=20), it was noted that students were divided in their opinion as to the importance of these three reasons, especially with regard to the first and last items (see Appendix K, Table K-5). Similarly, "to help get a full-time job after finishing high school" was significantly less important for academic students than for re-entry students (the remaining groups falling between these two groups); but again it was noted that there was divided opinion among students in the academic program.

Significant differences between students in different programs were also noted with regard to the following four reasons:

(a) "To learn how to be successful at work": While mean ratings suggest that this reason was more important for business education students (mean rating = 2.82) than for community involvement students (mean rating = 2.47), it is noted that the majority of students in all groups rated this reason as very important (see Appendix K, Tables K-3 to K-7).

(b) "To use what has been learned in school": This reason was most important for re-entry students (mean rating = 2.60) and least important for students in the community involvement program (mean rating = 1.93).

(c) "To meet new people": Mean ratings suggest that, while this reason was only somewhat important for all groups, it was more important for students in the business education, academic, and community involvement programs than for students in the technical and re-entry programs.

(d) "To work with up-to-date equipment": Mean ratings suggest that this reason was more important for business education, technical education, and re-entry students than for students in the academic and community involvement programs.

(b) How do students' reasons for taking part in the program relate to program goals?

Table IV.5 isolates students' reasons for taking part in the program which relate directly to program goals as defined in the introduction of this report. Reasons are listed in rank order on the basis of mean ratings. It may be noted that, of the eight program goals which are common to all programs, all but one, "to develop in students an understanding or an insight into the world of work" (goal number 5), are included in this list. The goal "to assist students to develop, focus, reinforce, and/or to expand marketable skills", which was common to all programs except the academic program, is also included. Mean ratings suggest that, from the point of view of students, all these program goals are at least somewhat important. The first seven goals listed in Table IV.5 are viewed as very important.

Two possible problem areas in interpreting results should, however, be noted. First, although the majority of students in the co-operative education program were in Grade 12 (86%), it is not entirely clear that "future" education ("to help decide about future education") is synonymous with "post-secondary" education ("to assist students in clarifying their plans for post-secondary education"). For example, there may in fact have been students in Grade 12 who were deciding whether or not to continue on to Grade 13.

TABLE IV.5

STUDENTS' REASONS FOR TAKING PART IN THE PROGRAM
IN RELATION TO PROGRAM GOALS
(N=385)

Goal No.	Program Goal	Reason	Rank Order	Mean Rating (3-point scale ^a)
9	To assist students to develop , focus, reinforce , and/or expand marketable skills	To learn job skills	1	2.85
8	To provide students with a working experience as an integral part of their course	To take part in a practical learning experience	2	2.84
2(a)	To assist students to focus, reinforce , and/or change their plans for post-secondary employment	To help decide about a future career	3	2.83
3	To develop in students an understanding of employers' expectations in real job situations	To learn how to be successful at work	4.5	2.71
4	To assist students in the performance of their work so that they may meet employers' expectations			
2(b)	To assist students to focus, reinforce and/or change their plans for post-secondary education	To help decide about future education	4.5	2.71
7	To develop in each student a positive self-image	To help develop self-confidence	6	2.58
1	To reinforce classroom content	To use what has been learned in school	7	2.38
6	To increase student motivation in school	To increase interest in school	8	1.97

^a1 = Not important
2 = Somewhat important
3 = Very important

Second, it is noted that students were asked about self-confidence, whereas the program goal is directed at self-image. Although self-confidence and self-image are closely related concepts, the latter being a broader concept encompassing attitudes about oneself in all spheres, these subtle differences should be taken into account in interpreting findings.

With regard to variability by type of school and type of program, certain differences noted previously may be re-emphasized. Specifically, in addition to the seven top-ranking goals listed in Table IV.5, "to use what has been learned in school" was identified as a very important reason for taking part in the program by the majority of re-entry students. It was also noted that, with regard to the academic program, there was considerable variation among students in terms of the degree of importance they attached to the different reasons for taking part in the program.

Teachers' Perceptions of Program Goals

How important are the goals of the Scarborough program perceived to be by co-operative education teachers?

All teachers (N=71) were asked for their opinion about the importance of program goals. In addition to being asked about nine of the most recently defined goals of the program, teachers were queried about two other, now obsolete, goals. These were "to provide students with an alternative method of earning credits toward their secondary school program" and "to provide an alternative form of education to students who are identified as potential drop-outs". It may be noted that the second of these goals reflects the general aim of the student retention program (see p. 6).

TABLE IV.6

TEACHERS' PERCEPTIONS OF THE IMPORTANCE OF PROGRAM GOALS
(N=71)

Goal No.	Goals Defined As of June, 1982	Goals As Identified on Teacher Questionnaire	Rank Order	Mean Rating	Percentage of Respondents Per Response Category ^a			
					1	2	3	NR
8	To provide students with a working experience as an integral part of their course	To provide students with a practical learning experience	1	2.90	1	7	92	(0)
3	To develop in students an understanding of employers' expectations in real job situations	To develop in students an understanding of employers' expectations in the world of work	2	2.87	0	13	87	(0)
4	To assist students in the performance of their work so that they may meet employers' expectations	To teach students how to meet employers' expectations in the world of work	3	2.85	0	16	85	(0)
9	To assist students to develop, focus, reinforce, and/or expand marketable skills	To assist students in developing marketable job skills	4	2.71	1	25	72	(1)
2(a)	To assist students to focus, reinforce, and/or change their plans for post-secondary employment	To assist students in clarifying their career plans	5	2.63	3	31	66	(0)
7	To develop in each student a positive self-image	To improve student self-esteem	6	2.61	4	31	65	(0)
6	To increase student motivation in school	To increase student motivation in school	7	2.27	14	44	41	(1)
1	To reinforce classroom content	To reinforce classroom learning	8	2.26	13	48	38	(1)
--		To provide an alternative form of education to students who are identified as potential drop-outs	9	2.21	20	38	41	(1)
--		To provide students with an alternative method of earning credits toward their secondary school program	10	2.17	13	58	30	(0)
2(b)	To assist students to focus, reinforce, and/or change their plans for post-secondary education	To assist students in clarifying their plans for post-secondary education	11	2.13	24	38	37	(1)

^a 1 = Of little importance
2 = Of moderate importance

3 = Of great importance
NR = No response

In reviewing results, it can be seen in Table IV.6 that all goals about which teachers were queried were perceived to be of at least moderate importance. However, it appears clear that the first six goals listed, which all have mean ratings of above 2.60 (on a three-point scale), were perceived as most important.

Teachers were also asked if, in addition to the identified goals, there were any additional goals that they would like to see emphasized as part of the program. As Table IV.7 indicates, only two additional suggestions were provided. These were "to develop in students good communication/social skills" and "to help students obtain employment after leaving school".

TABLE IV.7

OTHER GOALS TEACHERS WOULD LIKE TO SEE EMPHASIZED AS PART OF
THE PROGRAM: A SUMMARY OF RESPONSES TO AN OPEN-ENDED QUESTION
(N=71)

Goal	Number of Teacher Reports
To develop in students good communication/social skills	3
To help students obtain employment after leaving school	2

Differences between Teachers in Secondary and Vocational Schools

When teacher data were compared with respect to type of school, unlike the procedure followed for students, comparisons were limited to secondary and vocational schools. The reason for elimination of collegiate institute teachers from the analysis had to do with the fact that, whereas "academic" teachers (i.e., teachers who taught academic subjects) were responsible for

TABLE IV.8

TEACHERS' PERCEPTIONS OF THE IMPORTANCE OF PROGRAM GOALS:
A COMPARISON OF TEACHERS IN SECONDARY AND VOCATIONAL SCHOOLS

Goal No.	Goals Defined As of June, 1982	Goals As Identified on Teacher Questionnaire	Mean Rating (3-point scale ^a)	
			Secondary School (N=5)	Vocational School (N=9)
8	To provide students with a working experience as an integral part of their course	To provide students with a practical learning experience	3.00	3.00
3	To develop in students an understanding of employers' expectations in real job situations	To develop in students an understanding of employers' expectations in the world of work	3.00	3.00
4	To assist students in the performance of their work so that they may meet employers' expectations	To teach students how to meet employers' expectations in the world of work	3.00	3.00
9	To assist students to develop, focus, reinforce, and/or expand marketable skills	To assist students in developing marketable job skills	2.80	3.00
2(a)	To assist students to focus, reinforce, and/or change their plans for post-secondary employment	To assist students in clarifying their career plans	3.00	2.67
7	To foster the development of a positive self-image for each student.	To improve student self-esteem	2.60	2.89
5	To increase student motivation in school	To increase student motivation in school	2.60	2.75
1	To reinforce classroom content and to strengthen the student's ability to learn	To reinforce classroom learning	2.40	2.78
--		To provide an alternative form of education to students who are identified as potential drop-outs	1.80	2.78
--		To provide students with an alternative method of earning credits toward their secondary school program*	1.40	2.22
2(b)	To assist students to focus, reinforce, and/or change their plans for post-secondary education	To assist students in clarifying their plans for post-secondary education	2.25	1.78

^a 1 = Of little importance
2 = Of moderate importance

3 = Of great importance

*Statistically significant differences between means for this variable ($p < .05$)

supervising most students enrolled in the business and technical education programs in the secondary and vocational schools, business and technical education teachers were responsible for supervising students enrolled in these programs in the collegiates.

T-tests performed to compare the perceptions of secondary and vocational school teachers regarding the importance of program goals showed statistically significant differences for only the following goal (see Table IV.8): "To provide students with an alternative method of earning credits toward their secondary school program". As can be seen in Table IV.8, mean ratings suggest that, whereas this goal was perceived to be of moderate importance by vocational school teachers, it was considered to be of little importance by secondary school teachers. (For a complete distribution of responses by secondary and vocational school teachers with regard to program goals, see Appendix L, Tables L-1 and L-2).

Differences between Teachers in Five
Types of Collegiate Programs

One-way analyses of variance were performed to determine whether teachers from different collegiate programs differed in their perceptions as to the degree of importance of the various program goals. A comparison of mean ratings is shown in Table IV.9. As noted in that table, significant differences were observed between teachers with regard to the following four program goals:

(a) "To assist students to develop, focus, reinforce, and/or expand marketable skills": Mean ratings suggest that, whereas teachers in the business education, technical education, and re-entry programs perceived this

TABLE IV.9

TEACHERS' PERCEPTIONS OF THE IMPORTANCE OF PROGRAM GOALS:
A COMPARISON OF TEACHERS IN FIVE TYPES OF COLLEGIATE PROGRAMS

Goal No.	Goals Defined As of June, 1982	Goals As Identified on Teacher Questionnaire	Mean Rating (3-point scale ^a)				
			Business Education (N=21)	Technical Education (N=9)	Academic (N=8)	Re-entry (N=6)	Community Involvement (N=9)
8	To provide students with a working experience as an integral part of their course	To provide students with a practical learning experience	2.91	2.56	2.88	3.00	3.00
3	To develop in students an understanding of employers' expectations in real job situations	To develop in students an understanding of employers' expectations in the world of work	2.91	2.89	2.75	3.00	2.56
4	To assist students in the performance of their work so that they may meet employers' expectations	To teach students how to meet employers' expectations in the world of work	2.86	2.78	2.75	3.00	2.56
9	To assist students to develop, focus, reinforce, and/or expand marketable skills	To assist students in developing marketable job skills**	2.71	2.89	2.43	3.00	2.22
2(a)	To assist students to focus, reinforce, and/or change their plans for post-secondary employment	To assist students in clarifying their career plans	2.71	2.44	2.50	2.50	2.56
7	To foster the development of a positive self-image for each student	To improve student self-esteem**	2.62	1.89	2.63	2.83	2.89
6	To increase student motivation in school	To increase student motivation in school**	2.10	1.89	2.63	1.33	2.67
1	To reinforce classroom content	To reinforce classroom learning	2.29	1.89	2.29	1.67	2.44
--		To provide an alternative form of education to students who are identified as potential drop-outs	2.38	1.78	2.00	2.20	1.89
--		To provide students with an alternative method of earning credits toward their secondary school program	2.33	2.00	1.88	2.17	2.56
2(b)	To assist students to focus, reinforce, and/or change their plans for post-secondary education	To assist students in clarifying their plans for post-secondary education**	2.33	2.11	2.13	1.17	2.67

^a 1 = Of little importance
2 = Of moderate importance

3 = Of great importance

**Statistically significant differences between means for this variable ($p < .01$)

to be a very important goal, teachers of academic and community involvement programs perceived this goal to be of only moderate importance. Academic teachers' lower rating of this goal is consistent with the recent revision in program goals which excluded this as a relevant goal for the academic program.

(b) "To foster the development of a positive self-image for each student": Mean ratings suggest that teachers of most programs consider this goal to be very important; the exception was teachers in the technical education program who perceived this goal to be of only moderate importance.

(c) "To increase student motivation in school": Mean ratings suggest that this goal is perceived to be very important by teachers in academic and community involvement programs, of moderate importance by teachers in business and technical education programs, and of little importance by teachers in the re-entry program.

(d) "To assist students to focus, reinforce, and/or change their plans for post-secondary education": Mean ratings suggest that teachers in the community involvement program perceived this goal to be very important; teachers in the business education, technical education, and academic programs perceived this goal to be of moderate importance; and teachers in the re-entry program perceived this goal to be of little importance. (For a complete distribution of responses of collegiate teachers in the five programs, see Appendix L, Tables L-3 to L-7).

Parents' Reasons for Recommending the Program
and Their Perceptions of Program Goals

(a) Why did parents recommend or choose not to recommend the co-operative education program to their son/daughter? Are parents' reasons for recommending the program related to program goals?

Seventy-one per cent of parents who were surveyed indicated that they had encouraged or recommended selection of the program to their son/daughter. These parents were asked to state their reasons for recommending the program, and a summary of their answers is provided in Table IV.10. As can be seen, "to learn about or prepare for the working world/to provide a practical learning experience" was by far the most common reason for recommending the program. "To help in career decision-making" and "to gain job experience/skills in chosen field" were two additional reasons reported by more than 10 per cent of those parents who had recommended the program. It is noted that these three reasons are all highly consistent with current program goals.

Of the 26 per cent of parents who indicated that they had not recommended or encouraged selection of the program, about 50 per cent indicated that they had not done so because they did not know about the program or because the decision had been made by their son/daughter and/or a teacher (see Table IV.11). As Table IV.11 suggests, only seven parents voiced concerns about the program; the most common concern was that the program might interfere with school work.

TABLE IV.10

PARENTS' REASONS FOR RECOMMENDING THE PROGRAM TO THEIR SON/DAUGHTER:
A SUMMARY OF RESPONSES TO AN OPEN-ENDED QUESTION
(N=145)

Reason	Number of Parent Reports
To learn about or prepare for the working world/ to provide a practical learning experience	60
To help in career decision-making	21
To gain job experience/skills in chosen field	16
Good idea/worthwhile	8
Good combination of work experience and education	7
To encourage student to continue education	6
To develop maturity, responsibility, discipline	4
To obtain a job reference	3
Because student was having difficulties with academic schooling	2
Because in-school education is inferior	2
To increase self-confidence	1

TABLE IV.11

PARENTS' REASONS FOR **NOT** RECOMMENDING THE PROGRAM TO THEIR
SON/DAUGHTER: A SUMMARY OF RESPONSES TO AN OPEN-ENDED QUESTION
(N=53)

Reason	Number of Parent Reports
Decision was made by son/daughter and/or teacher	21
Didn't know about it	5
Concerned that program might interfere with school (homework, etc.)	4
Not to son's/daughter's advantage	2
Concerned that program might limit student's educational future	1

TABLE IV.12

PARENTS' PERCEPTIONS OF THE IMPORTANCE OF PROGRAM GOALS
(N=204)

Goal No.	Goals Defined as of June, 1982	Goals As Identified on Parent Questionnaire	Rank Order	Mean Rating	Percentage of Respondents Per Response Category ^a			
					1	2	3	NR
5	To develop in students an understanding or an insight into the world of work	To develop in students an understanding of the world of work	1	2.87	2	9	87	(3)
8	To provide students with a working experience as an integral part of their course	To provide students with a practical learning experience	2	2.82	2	13	82	(3)
2(a)	To assist students to focus, reinforce, and/or change their plans for post-secondary employment	To help students in selecting a career/job (clarification of career goals)	3.5	2.77	3	18	77	(3)
9	To assist students to develop, focus, reinforce, and/or expand marketable skills	To assist students in developing skills that are required for today's jobs	3.5	2.77	3	17	78	(2)
2(b)	To assist students to focus, reinforce, and/or change their plans for post-secondary education	To help students decide about their future education	5	2.74	2	23	75	(1)
7	To develop in each student a positive self-image	To increase student self-confidence	6	2.72	5	16	75	(4)
6	To increase student motivation in school	To increase student interest in school	7	2.23	19	31	39	(11)

71

^a 1 = Of little importance
2 = Of moderate importance

3 = Of great importance
NR = No response/No opinion

(b) How important are the goals of the program perceived to be by parents?

Parents' perceptions about eight program goals were obtained, and results are shown on Table IV.12. In light of the previous findings regarding parents' reasons for recommending the program, it is not very surprising to find that the vast majority of parents perceived all goals but one as being very important. The only exception was "to increase student interest in school"; opinion tended to be divided about the importance of this goal. Few additional goals were suggested by parents. Two parents suggested that "to make school more challenging" be made a goal of the program. One parent suggested the following goal: "to obtain a job reference and/or evaluation report from the school to assist in future job and post-secondary school applications".

Differences between Parents of Collegiate,
Secondary, and Vocational School Students

As in the analysis of student data, comparisons across the three types of schools were limited to the business education and technical education programs. Two-way analyses of variance were performed to determine whether the parents of students in business and technical education programs in the three types of schools differed in their perceptions either as a function of the type of program or the type of school which their son/daughter was attending. The only significant finding ($p < .05$) was that parents of business education students rated the goal "to develop in students an understanding of the world of work" higher than did parents of technical education students. However, while this difference is statistically significant, it is noted that

the finding is of limited practical significance since both groups rated this goal as very important (mean rating for parents of business education students was 2.94; mean rating for parents of technical education students was 2.81).

Differences between Parents of Students
in Five Types of Collegiate Programs.

One-way analyses of variance were performed to determine whether parents' perceptions of the importance of program goals varied as a function of the type of collegiate program being attended by their son/daughter. Significant differences ($p < .05$) were noted for only one goal. This goal was "to help students decide about their future education". Mean ratings suggest that parents of students in the academic program perceived this goal to be significantly less important than did parents of students in the other four programs. Parents of students in an academic program perceived this goal to be of moderate importance (mean rating = 2.17); this goal was perceived to be of great importance by parents of students in the business education (mean rating = 2.72), technical education (mean rating = 2.73), and community involvement (mean rating = 2.72) programs.

V. RESULTS: PROGRAM PROCEDURES

Program Publicity

(a) To what extent are teachers involved in promoting the program among students, and what types of methods are being used?

As can be seen in Table V.1, 84 per cent of all teachers indicated that they had been at least somewhat involved in publicizing the co-operative education program among students. Of those teachers who had had some involvement, at least 75 per cent reported use of four of the five methods about which they had been queried. The four methods were:

- (a) preparing course descriptions for the student handbook
- (b) outlining the program to students during a formal class visit
- (c) encouraging other teachers to promote the program
- (d) encouraging student services staff to promote the program

The fifth method, "outlining the program to students during an 'evening information session'", was used by only 22 per cent of these teachers. Other methods which teachers indicated they had used are summarized in Table V.2. It should be noted here that the methods listed in Table V.2 include publicity techniques used not only in promoting the program among students but also among parents, teaching staff, and local agencies.

TABLE V.1

DEGREE OF TEACHER INVOLVEMENT IN PROMOTING THE
CO-OPERATIVE EDUCATION PROGRAM AMONG STUDENTS
(N=71)

Mean Rating (3-point scale)	Percentage of Respondents Per Response Category ^a			NR
	1	2	3	
2.43	13	30	54	(4)

a1 = Little or not at all
2 = Somewhat

3 = A great deal
NR = No response

TABLE V.2

OTHER METHODS TEACHERS USED TO PROMOTE THE CO-OPERATIVE EDUCATION
PROGRAM: A SUMMARY OF RESPONSES TO AN OPEN-ENDED QUESTION
(N=71)

Method	Number of Teacher Reports
Relevant to Students and/or School Staff:	
Assemblies	6
Display cases	3
Staff meetings and presentations	2
Informal discussions with students in lower grades	1
Individual student counselling	1
Relevant to Students and/or Their Parents:	
Parent meetings	2
Parent newsletter	1
Relevant to Local Agencies:	
Brochures and personal contacts	2
General:	
Mailings, television, newspapers	2

(b) From what source(s) have students and their parents found out about the co-operative education program?

As can be seen in Table V.3, more students (65%) found out about the program from teachers than from any other source. About one-quarter to one-third of the students had learned about the course from a guidance counsellor, the school course selection booklet, friends, and/or other students who had taken the course.

On the other hand, most parents (86%) had found out about the program from their son or daughter. Although teachers were the next most important source of information, followed by guidance counsellors, the school course selection booklet, and the school newsletter, very few parents had in fact learned about the program from these sources. Also worthy of note is the

TABLE V.3

HOW CO-OPERATIVE EDUCATION STUDENTS AND
THEIR PARENTS FOUND OUT ABOUT THE PROGRAM

Source	Students Who Found Out About the Program from This Source (N=385)		Parents Who Found Out About the Program from This Source (N=204)	
	No.	%	No.	%
Teacher(s)	250	65	34	17
Guidance counsellors	124	32	20	10
School course selection booklet	114	30	17	8
Television	4	1	0	0
Parent or guardian	9	2	N/A ^a	
Brother or sister	12	3	N/A	
Friend(s)	101	26	N/A	
Other student(s) who have taken the course	131	34	N/A	
Son/daughter	N/A		175	86
Friends of son/daughter	N/A		7	3
Other parents	N/A		3	2
School newsletter	N/A		14	7
First time hearing about the program	N/A		9	4

^aN/A = Not applicable

finding that the questionnaire being answered was the first source of information for four per cent of the parents who responded to the survey.

Selection of Students

(a) Are teachers able to accommodate in their co-operative education programs all students who apply?

Twenty-three teachers, that is, 32 per cent of the total group of co-operative education teachers, reported that they had been unable to accommodate all students who had applied to take part in the program. A chi-square test of significance performed on these data showed no significant differences between types of programs ($p > .05$), suggesting that relatively equal percentages of teachers from all programs had had to reject students.

The number of students that teachers had been unable to accommodate in the program ranged from 1 to 40 per teacher. However, it was difficult to determine the exact number of students who had applied and were rejected, because a number of co-operative education teachers were operating joint programs. This may well have resulted in double or even triple reporting of data. In order to obtain a reliable estimate of the least number of students who were rejected, a school by school analysis was carried out and the criterion of no more than one teacher report per program within a given school was applied. This analysis suggested that teachers had been unable to accommodate at least 128 students in the co-operative education program. Specifically, at least 38 students had been rejected from the business education program, 30 from the technical education program, 6 from the academic program, 40 from the re-entry program, 11 from the community involvement program, and 3 from unspecified programs.

(b) What type of student is currently involved in the program?

In answering the above question, the grade, sex, and last year's marks of all students (except re-entry students) who were enrolled in the co-operative education program during the 1981-82 school year and for whom data were available were tabulated (i.e., for co-operative education students and for the control group of students). As can be seen in Table V.4, where comparisons are made with the total population of Scarborough students, there was an over-representation in the co-operative education program of senior grade students in all three types of schools. The overwhelming majority (90%) of collegiate students were in Grade 12. Within the secondary schools, there was equal representation in Grades 11 and 12. While the pattern in the vocational schools was similar to that observed in the secondary schools, with the preponderance of vocational school co-operative education students enrolled in Grades 11 and 12, it was noted that a few co-operative education students from the vocational schools were in Grades 9 and 10.

Table V.5 shows the percentages of male and female students enrolled in the co-operative education program. For purposes of comparison, the total Scarborough Board of Education population figures, controlled for representation by grade according to co-operative education enrollment percentages, are also presented. As can be seen, there were 18 per cent more females enrolled in the collegiate programs than would be expected on the basis of total population figures. This difference was statistically significant (chi-square $p < .05$). While there were significantly more males enrolled in secondary school programs than expected on the basis of total population figures (chi-square $p < .05$) the difference, nine per cent, was relatively small. With regard to the vocational school populations, it can be seen that the

TABLE V.4

GRADE OF STUDENTS ENROLLED IN THE CO-OPERATIVE EDUCATION PROGRAM: A COMPARISON WITH TOTAL POPULATION FIGURES

Grade	Co-operative Education Program			Total Population		
	Collegiate Institute (N=396) %	Secondary School (N=114) %	Vocational School (N=27) %	Collegiate Institute (N=26,953) %	Secondary School (N=2,073) %	Vocational School (N=1,013) %
Grade 9	0	0	4	24	38	37
Grade 10	0	0	7	23	30	30
Grade 11	4	50	33	23	25	19
Grade 12	90	50	56	19	7	14
Grade 13	5	0	0	11	0	0

TABLE V.5

SEX OF STUDENTS ENROLLED IN THE CO-OPERATIVE EDUCATION PROGRAM: A COMPARISON WITH TOTAL POPULATION FIGURES^a

Sex	Co-operative Education Program			Total Population		
	Collegiate Institute (N=397) %	Secondary School (N=115) %	Vocational School (N=27) %	Collegiate Institute (N=5,116) %	Secondary School (N=325) %	Vocational School (N=182) %
Male	34	76	63	52	67	62
Female	66	24	37	48	33	38

^aTotal population figures are controlled for representation by grade according to proportionate enrolment of students in the co-operative education program as shown in Table V.4.

percentages of male and female students enrolled in the co-operative education program were almost identical to total population figures.

Table V.6 shows the marks received by students enrolled in the co-operative education program in the year prior to their enrolment. While total population figures were not readily available for comparison purposes, it can be seen that the marks of collegiate institute students formed a normal distribution; the marks of secondary and vocational school students were mostly in the upper ranges. Specifically, it may be observed that whereas 63 to 69 per cent of secondary and vocational school students reported their last year's marks to be between 70 and 100, only 49 per cent of collegiate students reported receiving marks in these upper ranges. However, the significance of these differences must ultimately be considered in light of the distribution of marks within the total population of each of these three types of schools.

Finally, the level at which collegiate students were taking their English and mathematics courses was examined. Results shown in Table V.7 indicate that most students who were registered in an English or a mathematics course were taking these courses at the general or advanced levels. A comparison of the percentages of collegiate co-operative education students who were taking their English and mathematics courses at each of these two levels with total population figures, controlled by grade, is shown in Table V.8. As can be seen, there were significantly higher proportions of co-operative education students taking general level, as opposed to advanced level, English (chi-square $p < .05$) and mathematics courses (chi-square $p < .05$) than expected on the basis of total population figures.

TABLE V.6

LAST YEAR'S MARKS OF STUDENTS ENROLLED IN THE
CO-OPERATIVE EDUCATION PROGRAM
(N=537)

Last Year's Marks	Collegiate Institute (N=395) %	Secondary School (N=115) %	Vocational School (N=27) %
Below 50	1	1	4
50 - 59	10	4	4
60 - 69	40	20	15
70 - 79	37	41	44
80 - 100	12	28	19
Not sure	(2)	(7)	(15)

TABLE V.7

LEVEL AT WHICH COLLEGIATE CO-OPERATIVE EDUCATION STUDENTS
WERE TAKING THEIR ENGLISH AND MATHEMATICS COURSES
(N=397)

Level	Course			
	English		Mathematics	
	No.	%	No.	%
Basic	1	0	6	2
General	220	55	155	39
Combined	1	0	5	1
Advanced	147	37	79	20
Scholarship	1	0	2	1
Not registered	(22)	(6)	(141)	(36)
No response	(5)	(1)	(9)	(2)

TABLE V.8

LEVEL AT WHICH COLLEGIATE CO-OPERATIVE EDUCATION STUDENTS
WERE TAKING THEIR ENGLISH AND MATHEMATICS COURSES: A
COMPARISON WITH TOTAL POPULATION FIGURES^a

Course and Level	Co-operative Education Program %	Total Population %
English	(N=367)	(N=5,521)
General	60	37
Advanced	40	63
Mathematics	(N=234)	(N=4,522)
General	66	36
Advanced	34	64

^aTotal population figures are controlled for representation by grade according to the proportionate enrolment of students in the co-operative education program as shown in Table V.4.

(c) What criteria, if any, are currently being used for student selection?

A standard set of criteria for selecting students was used by approximately half (48%) of the co-operative education teachers in the sample. The application of a chi-square test failed to show significant differences between programs ($p > .05$) suggesting that relatively equal percentages of teachers from all programs were using a standard set of criteria.

In examining the current criteria being used for selection of students, it can be seen in Table V.9 that most teachers (82%) did not consider academic average as a criterion in the selection of students. However, a large percentage of teachers (70%) did limit their selection of students to those who were highly interested in entering the world of work.

TABLE V.9
TYPE OF CRITERIA USED BY TEACHERS IN THE SELECTION
OF CO-OPERATIVE EDUCATION STUDENTS
(N=71)

Criteria	Number and Percentage of Teachers	
	No.	%
<u>Academic Average:</u>		
- Select only students with high academic averages	5	7
- Select only students with low academic averages	1	1
- Do not consider academic average in selection of students (select students with high or low academic averages)	58	82
- No response	(7)	(10)
<u>Attendance Record:</u>		
- Select only students with good attendance records	33	47
- Select only students with poor attendance records	0	0
- Do not consider attendance record in selection of students (select students with good or poor attendance records)	31	44
- No response	(7)	(10)
<u>Punctuality Record:</u>		
- Select only students with good punctuality records	27	38
- Select only students with poor punctuality records	0	0
- Do not consider punctuality record in selection of students (select students with good or poor punctuality records)	37	52
- No response	(7)	(10)
<u>Attitude toward School:</u>		
- Select only students with a positive attitude toward school	20	28
- Select only students with a negative attitude toward school	1	1
- Do not consider attitude toward school in selection of students (select students with positive or negative attitude toward school)	41	58
- No response	(9)	(13)
<u>Attitude toward Work:</u>		
- Select only students who are highly interested in entering the world of work	50	70
- Select only students who have little interest in entering the world of work	1	1
- Do not consider attitude toward work in the selection of students (select students who are highly interested or who have little interest in entering the world of work)	13	18
- No response	(7)	(10)
<u>Qualities of an Ambassador:</u>		
- Select students who are likely to be good school ambassadors	30	42
- No response	(41)	(58)
<u>Number of Credits Earned:</u>		
- Select students who have earned at least 7-13 credits (i.e., have completed Grade 9 credits)	0	0
- Select students who have earned at least 14-20 credits (i.e., have completed Grade 10 credits)	13	18
- Select students who have earned at least 21-26 credits (i.e., have completed Grade 11 credits)	42	59
- Select students who have earned more than 26 credits	2	3
- Do not consider number of credits that students have earned in selection of students	12	17
- No response	(2)	(3)

With regard to the need for students to have good attendance and punctuality records, to have a positive attitude toward school, and to be good school "ambassadors", co-operative education teachers were divided in terms of the extent to which they reported use of these criteria. In fact, apart from limiting selection to students who were highly interested in entering the world of work, the only other limiting criterion used by a majority of teachers was the number of credits earned. As can be seen in Table V.9, 62 per cent of teachers limited their selection of students to those who had earned 21-26+ credits, that is, who had completed at least Grade 11.

The application of chi-square tests failed to show any significant differences ($p > .05$) in the use of any of the previously discussed criteria as a function of type of school or type of collegiate program, with the following exceptions:

(a) Attitude toward school: As can be seen in Table V. 10, a significantly higher percentage ($p < .01$) of collegiate teachers in technical education and community involvement programs reported limiting their selection of students to those students with a positive attitude toward school than did teachers from other collegiate programs.

(b) Number of credits earned: A significant difference in credit requirements was found both between types of schools ($p < .01$) and between types of collegiate programs ($p < .01$). As shown in Table V.11, whereas most collegiate teachers (72%) indicated that they required students to have earned 21-26+ credits, the majority of secondary school teachers (80%) required a minimum of only 14-20 credits to have been earned by their students; at the vocational school level, again in sharp contrast to the collegiate level,

TABLE V.10

ATTITUDE TOWARD SCHOOL AS A CRITERION FOR STUDENT SELECTION:
EXTENT OF USE BY TEACHERS IN FIVE TYPES OF COLLEGIATE PROGRAMS

Criterion: Attitude Toward School	Type of Program									
	Business Education (N=21)		Technical Education (N=9)		Academic (N=8)		Re-entry (N=6)		Community Involvement (N=9)	
	No.	%	No.	%	No.	%	No.	%	No.	%
Select only students with a positive attitude toward school	3	14	5	56	1	13	1	17	5	56
Select only students with a negative attitude toward school	0	0	0	0	0	0	1	17	0	0
Do not consider attitude toward school in selection of students (select students with positive or negative attitude toward school)	16	76	3	33	5	63	2	33	3	33
No response	(2)	(10)	(1)	(11)	(2)	(25)	(2)	(33)	(1)	(11)

TABLE V.11

NUMBER OF CREDITS EARNED AS A CRITERION FOR STUDENT SELECTION:
EXTENT OF USE BY TEACHERS IN THREE TYPES OF SCHOOLS

Criterion: Number of Credits Earned	Type of School					
	Collegiate (N=57)		Secondary (N=5)		Vocational (N=9)	
	No.	%	No.	%	No.	%
Select students who have earned at least 14-20 credits (i.e., have completed Grade 10 credits)	5	9	4	80	4	44
Select students who have earned at least 21-26 credits (i.e., have completed Grade 11 credits)	39	68	1	20	2	22
Select students who have earned more than 26 credits	2	4	0	0	0	0
Do not consider number of credits that students have earned in selection of students	9	16	0	0	3	33
No response	(2)	(4)	(0)	(0)	(0)	(0)

one-third of the teachers did not consider number of credits earned in their selection of students, and an additional 44 per cent required only 14-20 credits.

A comparison of credit requirements by teachers in the different collegiate programs is shown in Table V.12. Whereas a large majority of teachers in the business and technical education programs required at least 21-26+ credits, most teachers in the re-entry program did not consider number of credits earned or, if they did, required only 14-20 credits. While the majority (56%) of community involvement teachers required 21-26+ credits for participation in the program, there was notable variation within this group of teachers. Considerable variation among teachers in the academic program was also noted.

Teachers were also asked to list any other criteria, that is, in addition to the previously discussed criteria, which were used in student selection. Responses to this open-ended question are summarized in Table V.13. It is noted that at least two teachers in the re-entry program required that their students have been out of school for a minimum of six months.

(d) Do teachers perceive a need for a standardization of student selection procedures?

The majority of teachers (79%) indicated that they opposed the institution of a standardized student selection procedure for individual co-operative education programs across Scarborough. It should be noted that, in fact, only 9 per cent of teachers supported this type of procedure; 11 per cent indicated that they were unsure about it.

TABLE V.12

NUMBER OF CREDITS EARNED AS A CRITERION FOR STUDENT SELECTION:
EXTENT OF USE BY TEACHERS IN FIVE TYPES OF COLLEGIATE PROGRAMS

Criterion: Number of Credits Earned	Type of Collegiate Program									
	Business Education (N=21)		Technical Education (N=9)		Academic (N=8)		Re-Entry (N=6)		Community Involvement (N=9)	
	No.	%	No.	%	No.	%	No.	%	No.	%
Select students who have earned at least 14-20 credits (i.e., have completed Grade 10 credits)	1	5	1	11	0	0	2	33	1	11
Select students who have earned at least 21-26 credits (i.e., have completed Grade 11 credits)	19	91	8	89	3	38	0	0	5	56
Select students who have earned more than 26 credits	1	5	0	0	1	13	0	0	0	0
Do not consider number of credits that students have earned in selection of students	0	0	0	0	3	38	4	67	2	22
No response	(0)	(0)	(0)	(0)	(1)	(13)	(0)	(0)	(1)	(11)

TABLE V.13

ADDITIONAL CRITERIA USED BY TEACHERS IN SELECTION OF STUDENTS:
A SUMMARY OF RESPONSES TO AN OPEN-ENDED QUESTION
(N=71)

Criteria	Number of Teacher Reports
Estimate of likely benefit to student based on assessment of individual student needs	3
Out of school for minimum of six months (Re-entry program)	2
Dress and performance in interview	2
Assessment of student as a potential drop-out	2
☐ If secretarial student, require four years typing ☐ If accounting student, require two years accounting ☐ If marketing student, require two years marketing	1
High interest in a particular trade or job area	1

(e) What type of students do teachers feel can be incorporated successfully into the program?

Teachers' opinions about the type of student that could be incorporated successfully into the program are summarized in Table V. 14. It can be seen that, for the most part, teachers' opinions paralleled quite closely their descriptions of current selection criteria. For example, 82 per cent of teachers had reported that they did not consider academic average in their selection of students (i.e., that they selected students with high and low academic averages). A similar percentage (85%) indicated that students with a low academic average could be successfully incorporated into the program. Similarly, the percentage of teachers who had reported that they did not

TABLE V.14
TEACHERS' PERCEPTIONS REGARDING THE TYPE OF STUDENT WHO
CAN BE INCORPORATED SUCCESSFULLY INTO THE PROGRAM
(N=71)

Type of Student	Percentage of Teachers			
	Yes	No	Don't Know	No Response
Student with a low academic average	85	4	(10)	(1)
Student with a poor attendance record	51	32	(14)	(3)
Student with a poor punctuality record	51	32	(14)	(3)
Student with a negative attitude toward school	69	17	(11)	(3)
Student with little interest in entering the world of work	17	63	(17)	(3)
Student who has earned less than 7 credits (i.e., a student who is starting high school)	16	65	(17)	(3)
Student who has earned between 7 and 13 credits (i.e., a student who has completed Grade 9 credits)	24	55	(18)	(3)
Student who has earned between 14 and 20 credits (i.e., a student who has completed Grade 10 credits)	69	20	(9)	(3)

consider students' attitude toward work (18%) in student selection paralleled the percentage of teachers who felt that students with little interest in the world of work could be successfully incorporated into the program (17%). The only notable difference between currently used criteria and teachers' perceptions of the type of student that could be incorporated successfully into the program pertained to number of credits earned. Whereas the majority of teachers (69%) expressed the opinion that students with 14-20 credits could be successfully incorporated into the program, only 18 per cent of teachers currently permitted students with this number of credits to participate.

Number of Credits Awarded to Students

How many credits do teachers in the various programs award to students? Is there consistency in the number of credits awarded to students in similar programs?

All teachers were asked to indicate the number of credits being awarded to students in their programs. Although four response alternatives were provided (see Appendix B, p.335), it was noted in a check of questionnaires prior to delivery for keypunching that quite a number of teachers had altered these response categories. Consequently, an attempt was made to analyze the data manually. Nevertheless, there were indications that either teachers did not understand the question being asked or were confused about the appropriate number of credits being awarded. Results pertaining to number of credits being awarded to students were deemed suspect and therefore are not presented in this report.

Selection of Training Station Placements

To what extent are students, teaching staff, and employers involved in the selection of appropriate training station placements for students? How satisfactory are current procedures perceived to be by the three above-named groups? How satisfied are students with the training stations to which they have been assigned?

Students

As can be seen in Table V.15, the vast majority of students indicated that they had been provided with an opportunity to discuss at school the type of training station to which they would be going and with the opportunity of having an interview with an employer before starting to work at a training station.

Table V.16 summarizes students' responses about the degree of helpfulness of pre-placement interviews with employers. As can be seen, of those students who had had interviews, the percentage who found these interviews to be very helpful was equal to the percentage who found the interviews to be only somewhat helpful. Thirteen per cent of students who had had interviews indicated that the interview had been of little or no help.

With regard to student satisfaction with training station placements, results suggest that the majority of students were satisfied or very satisfied with the training station to which they had been assigned (see Table V.17).

Students who were dissatisfied with their training station placements (10 per cent of students) were asked to indicate the reasons for their dissatisfaction. A summary of students' responses is shown in Table V.18. As the table suggests, the most common sources of dissatisfaction were related to

TABLE V.15

STUDENT INVOLVEMENT IN THE SELECTION OF TRAINING STATION PLACEMENTS
(N=385)

Type of Involvement	Percentage of Students		
	Yes	No	No Response
Opportunity to discuss at school the type of training station to which he/she would be going	80	18	(2)
Opportunity of having an interview with an employer before starting to work at a training station	85	14	(1)

TABLE V.16

DEGREE OF HELPFULNESS OF INTERVIEWS WITH EMPLOYERS:
PERCEPTIONS OF STUDENTS WHO HAD HAD INTERVIEWS
(N=327)

Mean Rating (3-point scale)	Percentage of Respondents per Response Category ^a			
	1	2	3	NR
2.31	13	43	43	(2)

^a1 = Of little or no help
2 = Somewhat helpful

3 = Very helpful
NR = No response

TABLE V.17

DEGREE OF STUDENT SATISFACTION WITH TRAINING STATION PLACEMENTS
(N=385)

Mean Rating (4-point scale)	Percentage of Respondents Per Response Category ^a				
	1	2	3	4	NR
3.36	2	8	38	48	(3)

^a1 = Very dissatisfied
2 = Dissatisfied

3 = Satisfied
4 = Very satisfied
NR = No response

TABLE V.18

REASONS FOR STUDENT DISSATISFACTION WITH TRAINING STATION PLACEMENTS:
A SUMMARY OF RESPONSES TO AN OPEN-ENDED QUESTION
(N=41)

Reason	Number of Student Responses
Type of work	14
(a) boring, repetitive, "joe" jobs	(7)
(b) not what was chosen/expected	(3)
(c) little or no relationship to school subject	(2)
(d) unspecified dissatisfaction with type of work	(2)
Not learning anything new	4
Problem with supervisors	3
(a) new supervisor	(1)
(b) supervisor not available	(1)
(c) two supervisors giving conflicting directions	(1)
Hours	3
(a) favouritism shown in arranging hours	(2)
(b) having to get up earlier than for school, shorter lunch	(1)
Too far from home	3
Company was not interested in training, just wanted cheap labour	2
Insufficient work	2
Not allowed to do anything, just expected to watch	1
No opportunity to demonstrate skills	1
People lacking in understanding	1
Dissatisfied with assessment program	1

the type of work to which students were assigned. Students indicated that either the work had been boring, had not been what they had chosen or expected, or bore little relationship to the school subject.

A two-way analysis of variance was performed to determine the extent to which student satisfaction with training station placement was related to student involvement in placement selection. Results indicated that students who had had the opportunity to discuss at school the type of training station to which they would be assigned were significantly more satisfied with their training station placement than those who had not had this opportunity ($p < .01$). There were no significant differences in degree of student satisfaction with training station placement between students who had had an opportunity to have a pre-placement interview with an employer and those who had not had this opportunity ($p > .05$). These results are summarized in Table V.19.

TABLE V.19

DEGREE OF STUDENT SATISFACTION WITH TRAINING STATION PLACEMENTS
AS A FUNCTION OF INVOLVEMENT IN PLACEMENT SELECTION

Type of Involvement	Degree of Satisfaction	
	Mean Rating (4-point scale ^a)	
Opportunity to discuss at school the type of training station to which he/she would be going:		
YES (N=302)		3.47*
NO (N=69)		2.88*
Opportunity of having an interview with employer before starting to work at a training station:		
YES (N=320)		3.37
NO (N=51)		3.31

^a1 = Very dissatisfied
2 = Dissatisfied

3 = Satisfied
4 = Very satisfied

*Difference between means was statistically significant ($p < .01$)

Teachers

Analysis of data related to teacher involvement in the selection of training station placements was limited to those teachers whose programs had begun between September and December, 1981 (N=56). Consistent with the reports of students was the finding that the majority of teachers felt it was very important to conduct personal interviews with students prior to placing students with a company and that the majority of teachers had interviewed 91%-100% of their students (see Tables V.20 and V.21).

As can be seen in Table V.22, visiting a new training station prior to placement of students was also perceived to be very important by teachers, although slightly less so than interviews with students. This difference was also reflected in the finding that only 57 per cent of teachers tended to conduct interviews with personnel in most (91%-100%) of the companies in which their students would be placed (see Table V.23), in contrast to the 75 per cent of teachers who reported interviewing most (91%-100%) of their students.

As can be seen in Table V.24, while there was some variation in the extent to which teachers perceived themselves to have been involved in the selection of training stations for their students, the overwhelming majority of teachers (92%) expressed satisfaction with their current degree of involvement.

TABLE V.20

TEACHERS' PERCEPTIONS OF THE IMPORTANCE OF CONDUCTING
INTERVIEWS WITH STUDENTS PRIOR TO PLACEMENT
(N=56)

Mean Rating	Percentage of Respondents Per Response Category ^a					NR
	1	2	3	4	5	
4.73	0	2	4	14	80	(0)

^a1 = Of little or no importance

5 = Very important

NR = No response

TABLE V.21

PERCENTAGE OF STUDENTS INTERVIEWED BY TEACHERS PRIOR TO PLACEMENT
(N=56)

Percentage of Students	Number and Percentage of Teachers	
	No.	%
0% - 40%	5	9
41% - 60%	1	2
61% - 80%	1	2
81% - 90%	3	5
91% - 100%	42	75
No response	(4)	(7)

TABLE V.22

TEACHERS' PERCEPTIONS OF THE IMPORTANCE OF VISITING A NEW
TRAINING STATION BEFORE PLACEMENT OF STUDENTS
(N=56)

Mean Rating	Percentage of Respondents Per Response Category ^a				
	1	2	3	4	5
4.45	0	4	11	23	63
					(0)

^a1 = Of little or no importance

5 = Very important

NR = No response

TABLE V.23

PERCENTAGE OF TRAINING STATIONS (COMPANIES) INTERVIEWED
BY TEACHERS PRIOR TO PLACEMENT OF STUDENTS
(N=56)

Percentage of Training Stations (Companies)	Number and Percentage of Teachers Conducting Interviews	
	No.	%
0% - 40%	7	13
41% - 60%	5	9
61% - 80%	3	5
81% - 90%	6	11
91% - 100%	32	57
No response	(3)	(5)

TABLE V.24

DEGREE OF TEACHERS' SATISFACTION WITH THE EXTENT OF THEIR
INVOLVEMENT IN SELECTION OF TRAINING STATION PLACEMENTS
(N=56)

Degree of Satisfaction	Extent of Involvement on Scale of 1 to 5 ^a			Total %
	1 or 2 %	3 %	4 or 5 %	
Very dissatisfied	2	2	2	6
Dissatisfied	2	2	0	4
Satisfied	9	11	23	43
Very satisfied	4	2	43	49
Total (%)	17	17	68	

^a1 = Little or not at all
5 = A great deal

Employers

Fifty-one per cent of employers reported that they were involved in the selection of students for their program; 47 per cent indicated that they were not involved; the remainder either did not know whether or not their organization had been involved or did not answer this question.

Table V.25 shows the extent of use of different procedures in student selection. It can be seen that, of those employers who were involved in student selection, a majority indicated that they had discussed student selection with the teacher prior to placement and/or had interviewed the student for final approval.

When employers were asked if they would like to be more involved in student selection, 43 per cent answered in the affirmative, 47 per cent responded negatively and 7 per cent were unsure. It may be noted that, of those employers who had previously indicated that they were not involved in student selection, 51 per cent indicated that they would like to be more involved; of those who were already involved in student selection, 35 per cent indicated that they wanted greater involvement.

TABLE V.25
TYPE OF PROCEDURES USED BY EMPLOYERS WHO HAD
BEEN INVOLVED IN STUDENT SELECTION
(N=98)

Procedure	Percentage of Employers Reporting Use of Procedure
Review of student's résumé	35
Interview with student for information only	40
Interview with student for final approval	65
Discussion with teacher prior to placement	71

Table V.26 shows the type of procedures employers indicated they would like to use in increasing their involvement in student selection. As can be seen from this table, representing only the employers who expressed a desire for greater involvement, over 50 per cent indicated they would like to review the student's résumé and/or would like to have a discussion with the teacher prior to placement. Forty-five per cent also felt that they would like to interview the student for final approval. Relatively few employers indicated that they were interested in interviewing the student for information only.

Employers made relatively few additional suggestions about other ways in which they might become involved in student selection. One employer suggested that teachers and students be interviewed separately; another employer suggested that more than one student be interviewed to give the student the impression that he/she is "really" applying for a position.

TABLE V.26

TYPE OF PROCEDURES ENDORSED BY EMPLOYERS WHO EXPRESSED A
DESIRE FOR INCREASED INVOLVEMENT IN STUDENT SELECTION
(N=83)

Procedure	Percentage of Employers Endorsing Procedure
Review of student's résumé	52
Interview with student for information only	35
Interview with student for final approval	45
Discussion with teacher prior to placement	61

Employers were also asked for their opinion as to the appropriateness of student placements with their organization, given the career goals of the students. Results shown in Table V.27 indicate that the majority of employers (52%) felt that student placements had been quite appropriate. Very few (5%) felt that placements had been inappropriate. A large percentage appeared to be undecided (i.e., 10 per cent failed to respond to this question and 33 per cent circled "3" on the five-point scale).

Scheduling

What are the benefits or disadvantages of the different co-operative education schedules from the point of view of students, teachers, and employers?

Table V.28 shows the number and percentage of students, teachers, and employers who were using (had used) each of the different schedules. As can be seen from Table V.28, the two most common schedules were alternate days, full school year, and ten-week block; 61 per cent of students employed the former schedule and 20 per cent employed the latter. However, it should be emphasized that, while the data in Table V.28 accurately portray the extent of use of these schedules by the populations identified for study, the data do not accurately reflect the extent of use of the different schedules in Scarborough during the entire 1981-82 academic year. This is because most semestered programs in Scarborough did not begin until February, 1982. It will be remembered that the co-operative education student group and the employer sample included only those students and employers who had begun their participation in the program between September and December, 1981. Furthermore, although all co-operative education teachers were included in the

TABLE V.27
EMPLOYERS' PERCEPTIONS OF HOW APPROPRIATE STUDENT PLACEMENTS HAVE BEEN
(N=194)

Mean Rating (5-point scale)	Percentage of Respondents Per Response Category ^a					
	1	2	3	4	5	NR
3.66	2	3	33	37	15	(10)

^a1 = Very inappropriate
5 = Very appropriate

TABLE V.28
EXTENT OF USE OF DIFFERENT SCHEDULES BY STUDENTS, TEACHERS, AND EMPLOYERS

Schedule	Students (N=385)		Teachers (N=62)		Employers (N=194)	
	No.	%	No.	%	No.	%
Alternate days, full school year	233	61	34	55	104	54
Ten-week block (full-time)	76	20	10	16	49	25
Full day, every day/every other day, one semester	15	4	6	10	12	6
Half day, every day, one semester	2	1	2	3	1	1
Alternate weeks, one semester	3	1	0	0	3	2
Other	41	11	10	16	14	7
No response	(15)	(4)	(0)	(0)	(11)	(6)

evaluation, data analysis with regard to scheduling was limited to those teachers who had had experience with the program, either by virtue of their having a program that started between September and December, 1981, or through their experience in a previous year.

Due to lack of data with regard to semestered programs, the examination of scheduling effects was limited primarily to the alternate days, full school year schedule and the ten-week block schedule. However, although sufficient data exist to make generalizations about both these schedules, these generalizations will necessarily be limited to the student populations relevant to each schedule, as shown in Table V.29. As can be seen, the alternate days, full school year schedule was used exclusively by collegiates students, whereas the ten-week block schedule was used almost exclusively by secondary and vocational school students.

TABLE V.29
EXTENT OF USE OF ALTERNATE DAYS, FULL SCHOOL YEAR AND
TEN-WEEK BLOCK SCHEDULES IN THREE TYPES OF SCHOOLS

Type of School	Number and Percentage of Students			
	Alternate Days/ Full School Year (N=233)		Ten-Week Block (N=76)	
	No.	%	No.	%
Collegiate	233	100	2	3
Secondary	0	0	65	86
Vocational	0	0	9	12

Students' Opinions about Their Co-operative Education Schedules

Table V.30 summarizes students' opinions about the alternate days, full school year schedule and the ten-week block schedule. As can be seen, the majority of students using each of these schedules saw advantages to their schedule with regard to the following:

- (a) opportunity to get to know other employees
- (b) time to develop job skills
- (c) opportunity to feel as if they "belong" in the company
- (d) (few) transportation problems
- (e) providing an idea of what a full-time job schedule would be like
- (f) (little) upset in family routine

The major disadvantage of both schedules pertained to the opportunity to take part in after-school activities. Fifty-eight per cent of collegiate students involved in the alternate days, full school year schedule reported taking part in after-school activities less often than they used to because of their schedule; 37 per cent were undecided or felt that there had been no effect on their participation in after-school activities as a result of their schedule; 6 per cent of students indicated that they now took part in after-school activities more often than they used to. Similarly, 41 per cent of students on the ten-week block schedule reported taking part in after-school activities less often than they used to; 40 per cent were undecided or felt that there had been no effect on their participation in after-school activities as a result of their schedule; 16 per cent of students indicated that they now took part in after-school activities more often than they used to.

TABLE V.30

STUDENTS' OPINIONS ABOUT ALTERNATE DAYS, FULL SCHOOL YEAR AND TEN-WEEK BLOCK SCHEDULES

Opinions		Alternate Days, Full School Year (N=233)							Ten-Week Block (N=76)						
Response Category 1 2 3 4 5		Mean Rating	Percentage of Respondents Per Response Category						Mean Rating	Percentage of Respondents Per Response Category					
			1	2	3	4	5	NR		1	2	3	4	5	NR
Permits very little opportunity to get to know other employees.	Permits a great deal of opportunity to get to know other employees.	4.10	1	5	19	34	42	(0)	3.96	3	4	32	16	43	(3)
Permits very little time to develop job skills.	Permits a great deal of time to develop job skills.	4.24	2	5	15	26	53	(0)	4.28	5	3	9	22	58	(3)
Permits very little opportunity for me to feel as if I "belong" in the company.	Permits a great deal of opportunity for me to feel as if I "belong" in the company.	3.92	3	7	17	38	34	(0)	3.95	0	8	26	26	37	(3)
Creates many transportation problems.	Creates few transportation problems.	3.50	12	10	25	20	33	(0)	3.87	7	8	21	18	43	(3)
Provides me with very little idea of what a full-time job schedule would be like.	Provides me with a very good idea of what a full-time job schedule would be like.	4.32	0	7	9	26	57	(0)	4.46	3	1	8	22	63	(3)
Permits very little opportunity for me to feel as if I "belong" in my school.	Permits a great deal of opportunity for me to feel as if I "belong" in my school.	2.99	11	16	46	18	9	(0)	2.90	24	9	30	18	15	(4)
Take part in after-school activities less often than I used to.	Take part in after-school activities more often than I used to.	2.13	40	18	37	1	5	(0)	2.51	30	11	40	8	8	(4)
Leaves me very little time to hold a part-time job.	Leaves me a great deal of time to hold a part-time job.	2.84	21	18	30	18	12	(1)	2.86	28	15	18	15	21	(4)
Has led to a great deal of upset in our family routine.	Has led to very little upset in our family routine.	4.09	5	4	19	19	52	(0)	3.84	8	8	18	20	42	(4)

Students using each of these schedules varied in their opinions about the extent to which their schedules permitted them the opportunity to feel as if they "belonged" in their school. Students were similarly divided in their opinion about the extent to which their respective schedules left them time to hold a part-time job.

In response to additional questions about part-time jobs, 21 per cent of the total group of students (N=385) indicated that their co-operative education schedule had prevented them from taking part-time jobs. No significant differences were noted between students on the alternate days, full school year schedule and those on a ten-week block schedule (chi-square: $p > .05$).

A comparison of the number of students holding part-time jobs prior to participation in the co-operative education program and the number of students holding part-time jobs while participating in the program indicated that 19 per cent fewer students held part-time jobs while participating in the program. Specifically, 50 per cent of co-operative education students reported having part-time jobs while participating in the program; 69 per cent of this same group reported having held part-time jobs in the previous year. While these results are, at first glance, quite significant, it is noted that many co-operative education students are currently being paid for their participation in the program. (Central office staff estimate that approximately 60 per cent of students are provided with some form of remuneration. It is estimated that 10 to 20 per cent of students are being paid a salary approximating that of a regular employee.) In light of this information, the finding that fewer students are holding part-time jobs while

participating in the program is not very surprising, nor does it appear to warrant cause for concern.

Students were also asked two open-ended questions to elicit both positive and negative reactions to their schedules. Student responses to "a good thing about my schedule is . . . " are summarized in Table V.31. As can be seen, for students on the alternate days, full school year schedule, the most common responses related to the variety or break in monotony afforded by their schedule and to the hours of work. For students on the ten-week block schedule, working hours were also highlighted as a positive feature; the second most common advantage cited by students on a ten-week block schedule pertained to the time for other activities and for family afforded by their schedule.

Table V.32 summarizes the negative aspects of the two schedules as perceived by students. Interestingly, working hours which had been highlighted as a positive feature of the two schedules, was also cited most often by both groups of students in response to "a problem with my schedule

is . . .". Clearly, the hours that students work are an important factor in determining satisfaction with a schedule; but not all students who have the same schedule work the same hours. The second most common problem cited by students on the alternate days, full school year schedule related to activities and classes missed at school. The second most common problem cited by students on a ten-week block schedule pertained to lack of free time.

Teachers' Opinions about Their Co-operative Education Schedules

As can be seen in Table V.33, the majority of teachers (79%) expressed satisfaction with their co-operative education schedule. Of those teachers who expressed dissatisfaction (N=10), only two indicated that they felt an

TABLE V.31

POSITIVE ASPECTS OF ALTERNATE DAYS, FULL SCHOOL YEAR AND TEN-WEEK BL
SCHEDULES: A SUMMARY OF STUDENT RESPONSES TO AN OPEN-ENDED QUESTIO

A good thing about my schedule is . . .	Number of Student Reports	
	Alternate Days Full School Year (N=233)	Ten-Week (N=76)
Breaks the monotony of every day at school/provides variety/makes time go faster	41	2
Hours (e.g., 9 a.m.-3 p.m., 7 a.m.-1 p.m., 10 a.m.-6 p.m.)	36	15
Provides time for study and homework	11	--
Provides time for activities/time for family	7	9
Helps with career decision/learn about field of work in which interested	4	--
Keeps me busy	6	3
Very organized/consistent	5	3
Full days (not part days)	4	--
Provides more freedom	2	--
Provides time to get work done in one day	1	--
Homework only every other day	1	--
Does not interfere with social life	1	--
Provides full year on the job	1	--
At school on days I want to be	1	--
Have gym	--	1
Learn how to organize myself	--	1

TABLE V.32

NEGATIVE ASPECTS OF ALTERNATE DAYS, FULL SCHOOL YEAR AND TEN-WEEK BLOCK SCHEDULES: A SUMMARY OF STUDENT RESPONSES TO AN OPEN-ENDED QUESTION

A problem with my schedule is . . .	Number of Student Reports	
	Alternate Days, Full School Year (N=233)	Ten-Week Block (N=76)
Hours (e.g., long day, late getting home, tired, would like earlier starting time)	34	11
Missing out on activities/classes at school	18	1
Interferes with social life	7	3
Not much free time/interferes with other activities/too much work/very busy	10	4
Not enough time to do homework/to do extra typing at school/to get help from teachers with school work	5	--
Not enough hours	3	2
Some days don't work or go to school, so day is wasted	2	--
Lost interest in school	1	--
Course selection	1	--
Can only work 9-3	1	--
Do not get to use all equipment	1	--
Can't leave until finished	1	--
Too routine	1	--

TABLE V.33
EXTENT OF TEACHER SATISFACTION WITH THEIR CURRENT SCHEDULE
(N=62)

Mean Rating (4-point scale)	Percentage of Respondents Per Response Category ^a			
	1	2	3	4
3.12	7	10	45	34

^a 1 = Very dissatisfied
2 = Dissatisfied
3 = Satisfied
4 = Very satisfied
NR = No response

alternative schedule would better meet their own needs and the needs of their students. Both of these teachers were currently using the alternate days, full school year schedule. One teacher expressed a preference for every day, one semester; the other indicated that a schedule which followed the school timetable would be preferred.

When asked if their co-operative education schedule had created problems for them as teachers, 24 teachers (39%) responded affirmatively. While this is a considerable percentage, performance of a chi-square test suggested that no one schedule was associated with problems more so than any other schedule ($p > .05$). As can be seen in Table V.34, the most frequent problems reported by teachers pertained to insufficient time allotted for the implementation of their program.

Employers' Opinions about Their Co-operative Education Schedules

As was the case for student data, analysis of employer data was limited to an examination of two schedules. These were the alternate days, full school year and ten-week block schedules.

TABLE V.34

TEACHER REPORTS OF PROBLEMS WITH THEIR CO-OPERATIVE EDUCATION SCHEDULES
(N=24)

Insufficient time allotted in timetable	
- for monitoring	7
- for locating of training station placements	3
- for pre-placement counselling and for evaluation	1
- for development and implementation of program	1
- for preparation of second semester (during first semester)	3
Timetabling by hand instead of computer	2
Not all students at training station on same day--difficult to get students together for in-school component	2
Too many details (monitoring, industrial liaison, screening of students)	1
Additional assistance required	1
Need to borrow a car for visitations	1
Matching students and employers so their expectations coincide	1
Co-ordinating different subject areas	1

As results in Table V.35 show, 60 per cent or more of employers using each of these schedules saw advantages to their schedules with regard to the following:

- (a) opportunity to get to know the students
- (b) opportunity for students to feel as if they "belong" in the company
- (c) (few) transportation problems
- (d) providing students with an idea of what a full-time job would be like
- (e) rarely results in absences because of student participation in after-school activities
- (f) rarely results in absences because of student commitment to part-time jobs.

TABLE V.35

EMPLOYERS' OPINIONS ABOUT ALTERNATE DAYS, FULL SCHOOL YEAR AND TEN-WEEK BLOCK SCHEDULES

Opinions		Alternate Days, Full School Year (N=104)							Ten-Week Block (N=49)						
Response Category 1 2 3 4 5		Mean Rating	Percentage of Respondents Per Response Category						Mean Rating	Percentage of Respondents Per Response Category					
			1	2	3	4	5	NR		1	2	3	4	5	NR
Permits very little opportunity to get to know the students.	Permits a great deal of opportunity to get to know the students.	4.01*	1	5	21	38	35	(1)	4.31*	0	2	14	33	49	(2)
Permits very little time for students to develop job skills.	Permits a great deal of time for students to develop job skills.	3.73	2	14	23	32	29	(1)	3.45	4	14	31	29	18	(4)
Permits very little opportunity for students to feel as if they "belong" in the company.	Permits a great deal of opportunity for students to feel as if they "belong" in the company.	3.77	1	14	23	33	30	(0)	3.83	2	10	22	29	33	(4)
Creates many transportation problems for students.	Creates few transportation problems for students.	3.90	2	7	28	23	38	(3)	4.09	6	0	20	18	47	(8)
Provides students with very little idea of what a full-time job schedule would be like.	Provides students with a very good idea of what a full-time job schedule would be like.	3.98**	4	6	16	37	38	(0)	4.60**	0	0	8	22	67	(2)
Frequently results in student absences because of student participation in after-school activities.	Rarely results in student absences because of student participation in after-school activities.	4.28	3	3	15	21	58	(0)	4.51	0	2	8	25	61	(4)
Frequently results in student absences because of student commitment to part-time jobs.	Rarely results in student absences because of student commitment to part-time jobs.	4.22	2	6	15	22	55	(0)	4.27	2	6	10	20	53	(8)

*Statistically significant mean difference - $p < .05$ **Statistically significant mean difference - $p < .01$

While it was noted that only 47 per cent of employers whose students used the ten-week block schedule indicated that this schedule provided a great deal of time for students to develop job skills, in contrast to the 61 per cent positive responses by employers using the alternate days, full school year schedule, a t-test showed no significant difference between the two groups of employers with regard to this item ($p > .05$).

In fact, using the criteria of $p < .05$ for statistical significance and a difference between means of .50 or greater for educational significance, a significant difference between schedules was noted for one item only. Specifically, employers whose students used the ten-week block schedule felt that this schedule provided students with a better idea of what a full-time job schedule would be like than did employers whose students were on an alternate days, full school year schedule ($p < .01$).

Employers were also asked two open-ended questions in order to elicit both positive and negative feelings about their respective schedules. Table V.36 summarizes employers' responses to "A good thing about this schedule is . . . ". The two most common responses with regard to each of these schedules pertained to the continuity and consistency of the schedules and the positive experiences that the schedules afforded students with regard to the opportunity to be involved in and learn about the working world through active job participation. A number of employers whose students were on an alternate days, full school year schedule also highlighted the balance between school and work provided by this schedule and emphasized the importance of the student being on the job for a full day.

TABLE V.36

POSITIVE ASPECTS OF ALTERNATE DAYS, FULL SCHOOL YEAR AND TEN-WEEK BLOCK SCHEDULES: A SUMMARY OF EMPLOYER RESPONSES TO AN OPEN-ENDED QUESTION

A good thing about my schedule is . . .	Number of Employer Reports	
	Full Day, Every Other Day, Full School Year (N=106)	Ten-Week Block (N=51)
Continuity/reliability/regular routine/consistency	9	6
Gives student opportunity to be involved, to learn about work environment, to have hands-on experience/on-job training	6	2
Gives a balance between school and work	5	-
Student is there for the full day/student can complete most jobs in one day	5	-
Allows for assignment of specific responsibilities and duties to students	3	-
Provides student with opportunity to go back to school and show what has been learned/exchange experiences with other students	2	-
Student is available for full school year	2	-
Alternate days allows for planning of work for students	2	-
Specific assignments possible if two students alternate days	1	-
Gives student opportunity to apply knowledge	1	-
Keeps students busy	1	-
Provides student with opportunity to move on a monthly basis from one department to another	1	-
Allows for easy training	1	-
Keeps students from becoming entrenched in employer's routine	1	-
Gives student a good idea of what is expected by employers	1	1
Enables student to continue his/her studies	1	-
Relieves regular staff for "catch-up" work (e.g., filing)	1	-
Opportunity to work with students for an extended period of time	1	1
Provides variety for student	1	-
Enables employer to take students at only the busy time(s) of year	-	1
Students have enough time to correct their mistakes the same day	-	1
Constant close supervision aids confidence	-	1
Allows for uninterrupted training period	-	1
Allows students to see a job through to completion	-	1

Since there was almost no overlap in problems reported by employers using each of the two different schedules, responses have been summarized in separate tables. As can be seen in Table V.37, the most common problem highlighted by ten employers whose students used the alternate days, full school year schedule pertained to the inherent lack of continuity in the schedule and resultant inability of the employer to assign permanent job duties to students. The finding is of interest in relation to the previous finding that nine other employers had indicated that continuity was an advantage of the alternate days, full school year schedule. Clearly, continuity is an important factor for employers. For some employers, every other day is sufficient; for other employers, only schedules which offer every day attendance by the student provide the desired degree of continuity.

As can be seen in Table V.38, relatively few problems were noted by employers whose students were on a ten-week block schedule. The most common response, though reported by only two employers, pertained to the fact that students were not at their training stations for full days.

In examining employers' scheduling preferences, it can be seen in Table V.39 that the majority of employers using the alternate days, full school year and ten-week block schedules preferred the schedule which they were currently using to any other schedule. However, it was noted that more employers were satisfied with the ten-week block schedule (90%) than with the alternate days, full school year schedule (69%).

TABLE V.37

NEGATIVE ASPECTS OF THE ALTERNATE DAYS, FULL SCHOOL YEAR SCHEDULE:
A SUMMARY OF EMPLOYER RESPONSES TO AN OPEN-ENDED QUESTION

A problem with this schedule is . . .	Number of Employer Reports (N=104)
Continuity of work is interrupted/cannot schedule work on a regular basis/cannot assign students permanent job duties	10
More than one student working on the same day (sometimes)	4
If a job is not finished in one day, students do not see end product or machine gets tied up waiting for return of students	2
Students not here the same day each week/gets confusing as to when students are expected	2
Occasional conflicts with school projects which upset the schedule/interference from students' other courses	2
Communication between students regarding job completion status	1
Insufficient time spent at training station by students	1
Students complain of longer company hours as compared with school hours	1
Lack of information about examinations and when students will not be working	1
Certain times of the year are busier than others	1

TABLE V.38

NEGATIVE ASPECTS OF THE TEN-WEEK BLOCK SCHEDULE: A SUMMARY
OF EMPLOYER RESPONSES TO AN OPEN-ENDED QUESTION

A problem with this schedule is . . .	Number of Employer Reports (N=49)
Students don't feel the need to be there for the full working day/working school hours does not give students feeling of full-time employment	2
Burden of responsibility, especially in the first few weeks	1
Difficult to have sufficient work available for students	1
Insufficient time for full development in each work area	1
Inflexible	1
Being a one person operation, sometimes inconvenient to have students	1

TABLE V.39

EMPLOYERS' PREFERRED SCHEDULES EXAMINED AS A
FUNCTION OF EXISTING SCHEDULES
(N=153)

Preferred Schedule	Existing Schedule			
	Alternate Days, Full School Year		Ten-Week Block	
	No.	%	No.	%
Alternate days, full school year	72	69	0	0
Ten-week block	17	16	44	90
Other	10	10	3	6
No response	(5)	5	(2)	4
TOTAL	104	100	49	100

Schools' Supervision and Monitoring of Students

(a) Who is involved in the monitoring/supervision of students?

The majority of students (69%) indicated that their co-operative education teacher spent the greatest amount of time supervising them. Eighteen per cent of students indicated that they had been supervised equally by their co-operative education teacher and their "subject teacher" who was different from the co-operative education teacher. A small percentage (7%) indicated that their subject teacher had spent the greatest amount of time supervising them.

However, as can be seen in Table V.40, significant differences were found between types of schools (chi-square: $p < .01$). Within the secondary and vocational schools, a higher percentage of business and technical education students reported being supervised by their subject teacher, or by their subject teacher in combination with their co-operative education teacher, than did business and technical education students in the collegiates.

TABLE V.40
STUDENTS' REPORT OF WHO SPENDS THE GREATEST AMOUNT OF TIME
SUPERVISING THEM: A COMPARISON OF BUSINESS AND TECHNICAL
EDUCATION STUDENTS WITHIN THREE TYPES OF SCHOOLS

Principal Supervisor	Type of School		
	Collegiate (N=159) %	Secondary (N=66) %	Vocational (N=23) %
Co-operative education teacher	84	42	48
Subject teacher (if different from co-operative education teacher)	1	12	22
Supervised equally by co-operative education teacher and subject teacher	10	39	17
Other/no response	(4)	(6)	(13)

Within the collegiates, significant differences between types of programs were also evidenced (chi-square: $p < .01$). As can be seen in Table V.41, a higher percentage of students in the re-entry program reported being supervised by their subject teacher in combination with their co-operative education teacher than did students in any other program.

Of those collegiate students who said they were being supervised by a teacher other than their subject teacher or their co-operative education teacher, four indicated that they were being supervised by a guidance counsellor. No teaching staff other than subject teachers or co-operative education teachers were identified as principal supervisors by secondary or vocational school students.

TABLE V.41

STUDENTS' REPORT OF WHO SPENDS THE GREATEST AMOUNT OF TIME SUPERVISING THEM: A COMPARISON OF FIVE PROGRAMS WITHIN THE COLLEGIATES

Principal Supervisor	Type of Program				
	Business Education (N=105) %	Technical Education (N=54) %	Academic (N=20) %	Re-entry (N=22) %	Community Involvement (N=74) %
Co-operative education teacher	85	83	60	36	78
Subject teacher (if different from co-operative education teacher)	1	2	10	9	7
Supervised equally by co-operative education teacher and subject teacher	11	7	20	41	14
Other/no response	(3)	(7)	(10)	(14)	(0)

(b) How much time is allotted to school staff for monitoring/supervision of students?

In answering the above question, the initial data analysis plan called for an examination of the number of hours allotted to teachers for monitoring/supervision of students in relation to the number of students being supervised and type of schedule being used. However, initial perusal of the frequency data, with regard to number of students being supervised by each teacher, showed some unusual patterns. As can be seen in Table V.42, while most teachers reported supervising from 1 to 26 students, five teachers reported supervising markedly higher numbers of students, ranging from 45 to 100. In interpreting these findings, two possibilities were suggested: (a) that the larger numbers represented the number of students being supervised by teachers operating joint programs, or (b) that the larger numbers represented the total number of students within a program which a teacher was administering but not necessarily the number of students being supervised. Furthermore, it was recognized that even some of the smaller programs might be operated jointly.

In light of the above, it was felt that existing data, which did not control for jointly operated programs, was insufficient to document accurately the average number of hours or range of hours allotted to teachers for monitoring/supervision in relation to actual number of students being supervised. However, the survey did successfully document the extent to which teachers spent additional time (that is, in addition to that provided in their timetable allotments) on the program, the frequency of use of the department supervision period for co-operative education, and the number and percentage of teachers receiving special timetabling considerations.

TABLE V.42
NUMBER OF STUDENTS BEING SUPERVISED BY TEACHERS
(N=71)

Number of Students Being Supervised	Numbers and Percentage of Teachers	
	No.	%
1 - 5	9	13
6 - 10	24	34
11 - 15	14	20
16 - 20	13	18
21 - 26	2	3
45	1	1
77	2	3
80	1	1
100	1	1
None or no response	(4)	(6)

Eighty-nine per cent (N=48) of teachers who were supervising at least one student and who were involved in the program between September and December, 1981, reported spending extra time on the co-operative education program. This extra time ranged from an extra half-hour to an extra eleven-and-a-half hours per week. When data were transformed into extra hours per training station day (relevant data were available for 37 out of the 48 teachers), the average number of extra hours worked by teachers per five such days was calculated to be 4.34.

Of those teachers who were supervising at least one student and who were involved in the program between September and December, 1981 (N=54), 33 per cent reported having a department supervision period. As can be seen in Table V.43, the frequency of use of the department supervision period for

TABLE V.43

FREQUENCY OF USE OF THE DEPARTMENT SUPERVISION PERIOD
FOR CO-OPERATIVE EDUCATION
(N=18)

Mean Rating	Frequency (f) and Percentage (%) of Respondents Per Response Category ^a					
	1	2	3	4	5	NR
3.35	(f) (%)	3 17	2 11	3 17	4 22	5 28
						(1) (6)

^a 1 = Never
2 = Rarely
3 = Sometimes
4 = Frequently
5 = Very frequently
NR = No response

co-operative education by these 18 teachers varied. While the mean rating suggests that, on average, the department supervision period was used "sometimes", it was noted that nine teachers, or 50 per cent of the group, reported frequent or very frequent use of the department supervision period for co-operative education.

Finally, the responses of all teachers (N=71) were tabulated to determine the extent to which special timetabling considerations were provided to co-operative education teachers. Results indicated that 35 per cent of teachers received special timetabling considerations. As can be seen in Table V.44, the most common duty from which co-operative education teachers were exempted was on-call supervision. In addition to the four special timetabling considerations about which teachers were queried and which are summarized in Table V.44, two teachers noted that they were exempted from lunchroom supervision; one teacher reported being allowed to close the student business office during the in-school segment of one life skills course.

TABLE V.44
NUMBER AND PERCENTAGE OF TEACHERS RECEIVING
SPECIAL TIMETABLING CONSIDERATIONS
(N=71)

Special Timetabling Considerations	Number and Percentage of Teachers	
	No.	%
No on-call supervision	11	15
No home-form supervision	8	11
No timetabled supervision	5	7
No exam supervision	4	6

(c) How well prepared are students for their training station involvement?

Information was obtained from both employers and students to answer the above question. With regard to employer data, employers' perceptions of students' understanding of the importance of various behaviors at the start of their training station placement were used as an index of students' preparedness (see Table V.45). It should be noted that data analysis was limited to those employers who had indicated that they were responsible for direct supervision of at least one student with their organization (N=184). Results in Table V.45 indicate that employers were of the opinion that students' understanding of the importance of all 12 behaviors identified for study was better than average (all mean ratings >3.50). Furthermore, an examination of the percentage of respondents per response category reveals that there was relatively little disagreement among employers. Fewer than 13 per cent of employers indicated that students' understanding of the importance of any of the 12 behaviours was "poor" or "very poor".

TABLE V.45

EMPLOYERS' PERCEPTIONS OF STUDENTS' UNDERSTANDING AT THE
START OF TRAINING OF THE IMPORTANCE OF VARIOUS BEHAVIOURS
(N=184)

Behaviours	Mean Rating	Percentage of Respondents Per Response Category ^a							
		1	2	3	4	5	N/A	DK	NR
Punctuality	4.20	1	3	16	36	44	(0)	(1)	(0)
Regular attendance	4.21	0	5	15	32	46	(0)	(1)	(1)
Completing assignment log	3.79	2	6	20	31	21	(11)	(7)	(2)
Meeting job deadlines	3.79	1	7	21	39	20	(10)	(1)	(1)
Showing initiative	3.73	2	10	26	32	27	(0)	(1)	(2)
Establishing a positive relationship with the employer	3.98	1	3	26	35	33	(1)	(0)	(1)
Producing work of good quality	3.76	0	7	34	30	25	(2)	(0)	(2)
Producing an acceptable quantity of work	3.70	1	9	32	30	22	(4)	(0)	(3)
Observing safety regulations	3.93	1	1	18	33	17	(25)	(4)	(2)
Establishing a positive relationship with other employees	4.04	1	4	20	39	35	(1)	(0)	(1)
Suitable dress	4.01	1	5	19	44	31	(1)	(0)	(0)
Proper use of equipment	3.99	1	2	22	41	28	(5)	(0)	(1)

^a 1 = Very poor
2 = Poor
3 = Average
4 = Good

5 = Very good
N/A = Does not apply
DK = Don't know
NR = No response

Information was also obtained from students to document who, if anyone, was providing them with relevant information at the time they began working at their training station. (It should be noted that whereas employers were asked for their perceptions of students' understanding of the importance of certain behaviors at the start of training, students were asked about actual information provided. This distinction may be clarified by way of example. Specifically, a student may be aware of the importance of observing safety regulations, but must nonetheless find out what the actual safety regulations are for any given organization).

Results in Table V.46 indicate that whereas teachers were identified as the exclusive source of information about course credits by the large majority of students, company supervisors were identified by the large majority of students as the exclusive source of information about lunch breaks and/or coffee breaks.

While information about the remaining seven topics does not appear to have been provided by any one exclusive source, it can be seen that the majority of students received information about hours, safety regulations, dress code, and payment policy, from their company supervisor and information about methods of evaluation from their teacher. No one source was identified more than any other source with regard to providing information about method of reporting absences or about punctuality.

With regard to the percentage of students who reported that relevant information about the various topics was not provided, it was noted that 23 per cent of students reported that they had not been provided with information about safety regulations and that an additional 12 per cent

TABLE V.46

SOURCES OF RELEVANT INFORMATION PROVIDED TO STUDENTS AT START OF TRAINING
(N=385)

Relevant Information	Percentage of Students Provided with Relevant Information by Various Sources						
	Teacher	Company Supervisor	Teacher & Company Supervisor	Another Person	Not Provided	N/A ^a	NR ^b
Hours of work	14 15^c	51 55	26 28	2 3	3	(3)	(1)
Lunch breaks and/or coffee breaks	1 1	70 82	4 4	11 13	6	(7)	(2)
Safety regulations	4 7	47 74	7 12	5 8	23	(12)	(2)
Dress code	16 23	36 53	14 20	3 5	19	(11)	(2)
Method of reporting absences	36 41	21 24	28 32	3 4	9	(2)	(2)
Punctuality	29 34	25 30	28 33	3 3	9	(6)	(2)
Payment policy	9 14	37 60	12 20	4 6	9	(27)	(3)
Course credits	83 88	2 2	6 7	3 3	3	(2)	(1)
Methods of evaluation	53 58	6 7	30 33	2 2	5	(2)	(2)

^aN/A = Not applicable^bNR = No response^cPercentages in bold type are for the first four response categories only.

indicated that this information was not applicable. Furthermore, 19 per cent of students had not been provided with information about dress code. Fewer than 10 per cent of students indicated that information had not been provided to them about any of the remaining topics.

(d) How much time is required by teachers for training station visits? How often do teachers visit students at their training stations? What are teachers' opinions about the ideal frequency of training station visits? Are the frequency and duration of training station visits perceived to be adequate from the perspective of students?

In answering the above questions, analysis of teacher data was confined to those teachers who were supervising at least one student and who were involved in the program between September and December, 1981 (N=54). Table V.47 summarizes teachers' reports about the amount of time, including travelling time, required for visits to a training station. As can be seen, there was considerable variation among teachers; the most common responses were 45 minutes and one hour. In examining the responses of teachers who checked "other", or who completed this open-ended section as well as checking one of the alternatives provided, two teachers were noted to have reported that visits required two hours. Six other teachers emphasized that the time required for visits varied as a function of the students' workload at the training station and the need for special counselling. The range of time required for visits was noted by these six teachers to be from fifteen minutes to three hours.

Table V.48 summarizes teachers' responses about actual and ideal frequency of visits by teachers to training stations. Since frequency of

TABLE V.47

AMOUNT OF TIME REQUIRED FOR TRAINING STATION VISITS BY TEACHERS
(N=54)

Approximate Time Required for a Training Station Visit (including travelling time)	Number and Percentage of Teachers	
	No.	%
15 minutes	2	4
30 minutes	7	13
45 minutes	13	24
1 hour	16	30
1 hour and 15 minutes	4	7
1 hour and 30 minutes	8	15
Other	4	8

TABLE V.48

ACTUAL AND IDEAL FREQUENCY OF VISITS BY TEACHERS TO TRAINING STATIONS:
PERCEPTIONS OF TEACHERS ON AN ALTERNATE DAYS, FULL SCHOOL YEAR SCHEDULE
AND A TEN-WEEK BLOCK SCHEDULE

Frequency	Alternate Days, Full School Year Schedule (N=33)				Ten-Week Block Schedule (N=9)			
	Actual Frequency		Ideal Frequency		Actual Frequency		Ideal Frequency	
	No.	%	No.	%	No.	%	No.	%
Once a week	1	3	2	6	5	56	5	56
Once every two weeks	3	9	6	18	2	22	4	44
Once every three weeks	5	15	7	21	0	0	0	0
Once a month	16	49	12	36	0	0	0	0
Never	0	0	0	0	1	11	0	0
Other	8	24	6	18	1	11	0	0

visits, of necessity, had to be examined as a function of schedules, it will be noted that only the two most common schedules, the alternate days, full school year schedule and the ten-week block schedule, were studied.

As can be seen in Table V.48, there was considerable variation in both actual and ideal frequency of visits for teachers on an alternate days, full school year schedule. The most commonly reported actual frequency was once a month; approximately half the teachers on the alternate days, full school year schedule reported visiting students' training stations once a month. Overall, it may be observed that 76 per cent of teachers on this schedule reported visiting their students at least once a month. Of the teachers who checked "other" or who completed this open-ended section in addition to checking one of the alternatives provided, six teachers noted that telephone contacts were made on a regular basis; these contacts ranged from once a week to once every three weeks. Four teachers reported visiting training stations once or twice a term. Three other teachers indicated that the frequency of visits varied according to the needs of the student and/or the employer.

As might be expected, teachers supervising students on a ten-week block schedule reported visiting students more often than did teachers on an alternate days, full school year schedule. Specifically, it may be seen in Table V.48 that five out of nine teachers (56%) reported visiting students once a week, two teachers (22%) reported visiting students once every two weeks, and one teacher (11%) reported never visiting the training station. The one teacher who checked the response category "other" reported visiting training stations every two weeks, but noted that frequency of visits varied, depending on whether or not problems arose with students and/or employers.

Although no statistical tests were carried out to compare actual versus ideal frequency of visits because of the small sample size, it can be seen that the pattern of results for actual and ideal tend to be quite similar, both for the alternate days, full school year and ten-week block schedules. The most common responses with regard to the ideal frequency of visits by teachers using an alternate days, full school year schedule were once every three weeks and once a month. The responses of those who checked "other" in response to the question of ideal frequency of occurrence also bear a striking resemblance to the responses noted in the "other" category for actual frequency of occurrence. Specifically, three teachers indicated that ideal frequency was once or twice per term; seven teachers indicated that frequency should vary according to the needs of students and/or employers.

As noted earlier, the ideal frequency of visits to a training station as endorsed by teachers using the ten-week block schedule was very similar to the actual frequency of occurrence reported by these teachers. Specifically, approximately half of this group of teachers were of the opinion that once a week represented the ideal frequency of occurrence and about half the teachers were of the opinion that once every two weeks represented the ideal frequency.

Student data pertaining to frequency of teacher visits to the training station were analyzed as a function of **schedule as had** been the case in the analysis of similar data obtained from **teachers**. Table V.49 summarizes the reports and opinions of students on an **alternate days, full school year** schedule about the frequency of teacher visits to the training station. Students' reports are notably similar to those of **teachers** about actual frequency of visits to training stations (see Table V.48). Specifically, it

TABLE V.49

REPORTS AND OPINIONS OF STUDENTS ON AN ALTERNATE DAYS, FULL SCHOOL YEAR SCHEDULE ABOUT THE FREQUENCY OF TEACHERS' VISITS TO THE TRAINING STATION (N=233)

Frequency	Number and Percentage of Total Group		Opinion About Frequency			
			Percentage of Respondents Per Response Category			
	No.	%	Much Too Often	Just About the Right Amount	Not Often Enough	No Response
About once a week	1	0	0	100	0	(0)
About once every two weeks	13	6	0	92	8	(0)
About once every three weeks	18	8	0	89	11	(0)
About once a month	116	50	1	70	28	(1)
Never	16	7	0	25	75	(0)
Other	56	24	0	50	50	(0)
No response	(13)	(6)	(0)	(85)	(15)	(0)

can be seen that the most common student response (50% of students) was once a month. While the majority of this specific group of students (70%) expressed the opinion that once a month was "just about the right amount", 28 per cent felt that their teacher did not visit often enough. Not too surprisingly, it may be noted that the percentages of students who indicated that teachers' visits did not occur often enough are inversely related to the actual frequency of visits.

The responses of the high percentage of students on the alternate days, full year schedule who completed the response category labelled "other" are summarized in Table V.50. As can be seen, 59 of the 66 reports (i.e., 89% of the responses) indicated that teachers' visits occurred less than once a month or on an irregular basis. Referring back to Table V.49, it can be seen

TABLE V.50

FREQUENCY OF TEACHERS' VISITS AS REPORTED BY STUDENTS ON AN ALTERNATE DAYS, FULL SCHOOL YEAR SCHEDULE: A SUMMARY OF RESPONSES BY STUDENTS WHO COMPLETED THE RESPONSE CATEGORY LABELLED "OTHER"
(N=66^a)

Frequency	Number of Student Reports
Once every two months	15
Once every semester/term	13
Once every five months	13
Once every three months	10
Once in a while/occasionally/irregularly	6
Contact by phone	4
Whenever necessary	3
Once every four months	2

^aIncluded in this table are ten respondents who did not check the response category "other" but who did provide a response.

that 50 per cent of students who responded in the "other" category were of the opinion that visits occurred just about the right amount; 50 per cent of these students felt that teacher visits did not occur often enough.

Finally, although the percentage of students on the alternate days, full school year schedule who indicated that they had never been visited at their training station was small (7%), the finding that these 16 students received no supervision at the training station is worthy of note.

Reports and opinions of students on a ten-week block schedule about the frequency of teachers' visits to their training stations are summarized in Table V.51. Similar to teachers' reports, the majority of students (71%) reported that they were visited once a week or once every two weeks. The overwhelming majority of these students reported that the frequency of visits was "just about right...". Of those students on a ten-week block schedule who

TABLE V.51
REPORTS AND OPINIONS OF STUDENTS ON A TEN-WEEK BLOCK SCHEDULE
ABOUT THE FREQUENCY OF TEACHER VISITS TO THE TRAINING STATION
(N=76)

Frequency	Number and Percentage of Total Group		Opinion About Frequency			
			Percentage of Respondents Per Response Category			
	No.	%	Much Too Often	Just About the Right Amount	Not Often Enough	No Response
About once a week	32	42	3	94	3	(0)
About once every two weeks	22	29	0	96	5	(0)
About once every three weeks	6	8	0	83	17	(0)
About once a month	7	10	0	71	29	(0)
Never	4	5	0	0	100	(0)
Other	4	5	25	25	50	(0)
No response	(1)	(1)	(0)	(0)	(0)	(100)

checked "other", one reported being visited three times per ten-week block period, one student reported one visit in ten weeks, and a third student reported being visited irregularly. The fourth student who checked "other" did not specify the actual frequency of his/her teacher's visits to the training station.

Students' opinions about the duration of teacher visits are also presented as a function of schedules. As can be seen in Table V.52, which summarizes the responses of students on an alternate days, full school year schedule, there was considerable variation in the amount of time teachers reportedly spent with students on visits to the training station. There was also considerable variation in terms of student satisfaction with the duration of visits. For example, while 90 per cent of students whose teachers visited them for 10 minutes per visit were of the opinion that teachers spent just about the right amount of time, approximately one-third of students whose teachers visited them for 20 minutes indicated that their teacher spent too little time with them.

TABLE V.52

REPORTS AND OPINIONS OF STUDENTS ON AN ALTERNATE DAYS, FULL SCHOOL YEAR SCHEDULE ABOUT THE DURATION OF TEACHERS' VISITS TO THE TRAINING STATION (N=233)

Duration	Number and Percentage of Total Group		Opinion About Duration			
			Percentage of Respondents Per Response Category			
	No.	%	Too Much Time	Just About the Right Amount of Time	Too Little Time	No Response
About 5 minutes	56	24	0	55	45	(0)
About 10 minutes	40	17	0	90	10	(0)
About 15 minutes	43	19	5	77	19	(0)
About 20 minutes	31	13	0	68	32	(0)
Other	54	23	0	26	57	(17)
No response	(9)	(4)	(0)	(33)	(44)	(22)

Responses of students on an alternate days, full school year schedule who completed the response category "other" are summarized in Table V.53. Aside from students who indicated that their teachers never visited or spent time with them, the most common response was that teachers spent time with someone other than the student during the visit. It may also be noted that two students reported that their teachers spent a half-day on visits to their training station.

Reports and opinions of students on a ten-week block schedule about the duration of teachers' visits to the training station are summarized in Table V.54. As in the case of students on an alternate days, full school year schedule, the responses of students on a ten-week block schedule suggested considerable variation in the duration of teacher visits. However, despite this variation, the overwhelming majority (91+%) of students who were being

TABLE V.53

DURATION OF TEACHERS' VISITS AS REPORTED BY STUDENTS ON AN ALTERNATE DAYS, FULL SCHOOL YEAR SCHEDULE: A SUMMARY OF RESPONSES BY STUDENTS WHO COMPLETED THE RESPONSE CATEGORY LABELLED "OTHER" (N=54)

Length of Visit	Number of Student Reports
No time/doesn't visit	18
Spends time with supervisor/employer/ personnel manager	16
Half an hour to one hour	5
20 minutes to half an hour	5
As long as necessary	4
Don't know	2
Less than 5 minutes	2
Half a day	2

TABLE V.54

REPORTS AND OPINIONS OF STUDENTS ON A TEN-WEEK BLOCK SCHEDULE ABOUT THE DURATION OF TEACHERS' VISITS TO THE TRAINING STATION (N=76)

Duration	Number and Percentage of Total Group		Opinion About Duration			
			Percentage of Respondents Per Response Category			
	No.	%	Too Much Time	Just About the Right Amount of Time	Too Little Time	No Response
About 5 minutes	12	16	0	75	25	(0)
About 10 minutes	21	28	0	91	10	(0)
About 15 minutes	20	26	0	95	5	(0)
About 20 minutes	14	18	0	100	0	(0)
Other	6	8	0	0	100	(0)
No response	(3)	(4)	(0)	(33)	(33)	(33)

visited for ten minutes or longer indicated that this was just about the right amount of time. In contrast, only 75 per cent of those students being visited for about five minutes expressed satisfaction with the duration of visits; 25 per cent of students being visited for about five minutes were of the opinion that five minutes represented too little time.

The responses of the relatively few students on a ten-week block schedule who completed the response category labelled "other" are summarized in Table V.55. As can be seen responses ranged from less than 5 minutes to half an hour.

TABLE V.55

DURATION OF TEACHERS' VISITS AS REPORTED BY STUDENTS ON A TEN-WEEK
BLOCK SCHEDULE: A SUMMARY OF RESPONSES BY STUDENTS WHO
COMPLETED THE RESPONSE CATEGORY LABELLED "OTHER"
(N=6^a)

Duration	Number of Student Reports
Half an hour	1
10 - 15 minutes	1
Less than 5 minutes	1
As long as necessary	1

^aWhile six students checked the response category labelled "other", only four of these students indicated the actual duration of the visit.

(e) How often do teaching staff and employers discuss student progress, and is the frequency of these discussions deemed to be appropriate by employers?

In answering the above questions, data analysis was limited to those employers (N=184) who had indicated that they were responsible for the supervision of at least one student with their organization.

TABLE V.56

EMPLOYERS' OPINIONS ABOUT THE FREQUENCY OF DISCUSSIONS
WITH TEACHERS REGARDING STUDENT PROGRESS
(N=184)

Opinion About Frequency of Occurrence	Percentage of Employers
Much too often	1
Often enough	79
Not often enough	19
No response	(2)

It can be seen in Table V.56 that, regardless of the specific frequency of occurrence, the large majority of employers felt that discussions of students' progress with the liaison teacher occurred often enough. One per cent of employers indicated that discussions occurred much too often; 19 per cent indicated that discussions did not occur often enough.

In examining the actual frequency of these discussions, employer data were analyzed as a function of schedule. Tables V.57 summarizes employer reports and opinions about frequency of discussions for employers whose students were on alternate days, full school year schedule. Approximately half of these employers reported discussing student progress with the liaison teacher about once a month; while 82 per cent felt that this was often enough, 19 per cent disagreed. About one-quarter of employers whose students were on an alternate days, full school year schedule responded "other". As can be seen in Table V.58, which documents these responses, most employers who checked "other" reported discussing student progress with the liaison teacher about once every three months; opinion tended to be divided about whether or not this was often enough.

TABLE V.57
REPORTS AND OPINIONS OF EMPLOYERS ABOUT THE FREQUENCY OF
DISCUSSIONS WITH TEACHERS REGARDING PROGRESS OF STUDENTS
ON AN ALTERNATE DAYS, FULL SCHOOL YEAR SCHEDULE
(N=104)

Frequency	Number and Percentage of Total Group		Opinion About Frequency			
			Percentage of Respondents Per Response Category			
	No.	%	Much Too Often	Often Enough	Not Often Enough	No Response
About once a week	2	2	0	100	0	(0)
About once every two weeks	6	6	0	100	0	(0)
About once every three weeks	5	5	0	60	40	(0)
About once a month	54	52	0	82	19	(0)
Never	4	4	0	50	50	(0)
Other	25	24	0	64	36	(0)
No response	(8)	(8)	(0)	(75)	(25)	(0)

TABLE V.58
REPORTS AND OPINIONS OF EMPLOYERS ABOUT THE FREQUENCY OF DISCUSSIONS WITH
TEACHERS REGARDING PROGRESS OF STUDENTS ON AN ALTERNATE DAYS, FULL
SCHOOL YEAR SCHEDULE: A SUMMARY OF "OTHER" RESPONSES
(N=27^a)

Frequency	Number of Employer Reports	Opinions About Frequency			
		Number of Respondents Per Response Category			
		Much Too Often	Often Enough	Not Often Enough	No Response
Every three months	14	0	8	6	(0)
Every two months	5	0	4	1	(0)
Once a term	3	0	3	0	(0)
Written reports only	2	0	0	2	(0)
As problems arise	1	0	1	0	(0)
Once a week to start then once a month	1	0	1	0	(0)
Varies with school/schedule	1	0	1	0	(0)

^aIncluded in this table are two respondents who did not check the response category labelled "other" but who did provide a response.

In examining the responses of employers whose students were on a ten-week block schedule, it can be seen in Table V.59 that employers' responses were quite varied and ranged from once a week (35%) to once a month (20%). However, despite the considerable variation in frequency of discussions, the overwhelming majority of employers reported that discussions took place often enough. Of the two employers who checked "other", one reported that student progress was discussed at the end of the work period and that this was often enough. The second employer responded that discussions were not organized regularly and that discussions did not occur often enough.

TABLE V.59

REPORTS AND OPINIONS OF EMPLOYERS ABOUT THE FREQUENCY OF DISCUSSIONS WITH TEACHERS REGARDING PROGRESS OF STUDENTS ON A TEN-WEEK BLOCK SCHEDULE (N=49)

Frequency	Number and Percentage of Total Group		Opinion About Frequency			
			Percentage of Respondents Per Response Category			
	No.	%	Much Too Often	Often Enough	Not Often Enough	No Response
About once a week	17	35	6	94	0	(0)
About once every two weeks	12	25	0	92	8	(0)
About once every three weeks	7	14	0	100	0	(0)
About once a month	10	20	0	100	0	(0)
Never	0	0	0	0	0	(0)
Other	2	4	0	50	50	(0)
No response	(1)	(2)	(0)	(100)	(0)	(0)

(f) What is the frequency of occurrence of the various supervisory activities? What type of supervisory activities would students like to see occur more frequently or less often? Does the frequency of occurrence of different supervisory activities as reported by students and teachers meet minimum acceptable standards as established by central office co-operative education staff? What type of supervisory activities are perceived as most helpful by teachers and students?

The frequency of occurrence and perceived helpfulness of 16 different types of supervisory activities were reviewed. Students were asked to indicate how often 16 identified topics were reviewed by their teacher, how often they would like to have had the topics reviewed, and finally, how helpful they perceived review of each topic to be. Teachers were similarly asked to report actual frequency of occurrence and perceived helpfulness with regard to each of the 16 topics.

Although the original data analysis plan was to analyse data by group (i.e., student group, teacher group), highlighting significant differences between types of schools and between different types of programs as needed, analyses of variance performed on the student data indicated that significant differences ($p < .05$) existed for the majority of topics. These differences were evidenced both as a function of type of school and type of program. Therefore, it was decided that results pertaining to each of the following seven groups would be presented and discussed separately:

- a) secondary school programs
- b) vocational school programs
- c) collegiate business education program

- d) collegiate technical education program
- e) collegiate academic program
- f) collegiate re-entry program
- g) collegiate community involvement program

For each of the seven groups, four sets of results are highlighted.

First, an overview of teachers' perceptions of the actual frequency of review of the 16 different supervisory activities is provided. This is followed by results of t-tests for correlated samples which were employed to determine if there were significant differences between students' perceptions of actual and ideal frequency of occurrence of the 16 supervisory activities. Significant differences were deemed to exist if both of the following criteria were met:

- a) statistical significance - $p < .05$
- b) educational significance - difference in means greater than .50¹.

Third, the data were analyzed to determine whether frequency of occurrence as reported by students and teachers met minimum acceptable levels as established by central office co-operative education staff. Minimum acceptable frequency of occurrence levels were established for five topics² as follows:

¹Means produced through the performance of t-tests for correlated samples were used to calculate these mean differences.

²It should be noted that while central office staff have reportedly stressed the importance of reviewing all five of these topics, the present report represents the first formal documentation of minimum acceptable frequency. For the remaining eleven topics, central office co-operative education staff were of the opinion that a minimum acceptable frequency of occurrence level could not be established since, for most of the items, frequency of occurrence would have to be based on an individual need basis. For example, review of punctuality with students would only be deemed in need of "frequent" review if punctuality was reported as a problem by the employer.

<u>Topic</u>	<u>Minimum Acceptable Frequency of Occurrence</u>
a) Review of students' assignment logs	Frequently
b) Review of quality of work at their training stations	Frequently
c) Review of students' career (job) goals	Sometimes
d) Review of relationship between students' school work and training station activities	Very frequently
e) Evaluation of students' general progress	Frequently

In interpreting these results, only gross disparities between teacher and student reports of actual frequency of occurrence of the different supervisory activities are highlighted. This is because, in some cases, such disparities may be accounted for by the fact that not all teachers were supervising the same number of students. To take an extreme example, if one teacher with 30 students reviewed career goals "rarely" and another teacher with five students reviewed career goals "frequently", results would show that, whereas 50 per cent of teachers reported reviewing career goals frequently, only 14 per cent of students reported similar perceptions.

Finally, student and teacher data regarding the perceived helpfulness of the different supervisory activities are presented, highlighting the three top-ranking (on the basis of mean ratings) activities for teachers and students in each of the seven groups.

Secondary School Programs

Table V.60 summarizes secondary school teachers' perceptions of the actual frequency of occurrence of the 16 different supervisory activities. It can be seen that all topics except three were perceived to have been reviewed "frequently" or "very frequently" by the majority of secondary school teachers. The three exceptions were students' assignment logs, career goals, and dress at the training station.

TABLE V.60
SECONDARY SCHOOL TEACHERS' PERCEPTIONS
OF ACTUAL FREQUENCY OF OCCURRENCE OF DIFFERENT SUPERVISORY ACTIVITIES
(N=5)

Supervisory Activities	Actual Frequency of Occurrence							
	Mean Rating (5-point scale)	Frequency (f) and Percentage (%) of Respondents Per Response Category ^a						
		1	2	3	4	5	N/A	NR
Review of:								
Students' assignment logs	4.00	f 0 % 0 % 0	0 0 0	2 40 50	0 0 0	2 40 50	(0) (0) (0)	(1) (20) (20)
Punctuality at students' training stations	4.75	f 0 % 0 % 0	0 0 0	0 0 0	1 20 25	3 60 75	(0) (0) (0)	(1) (20) (20)
Meeting of job deadlines	4.67	f 0 % 0 % 0	0 0 0	0 0 0	1 20 33	2 40 67	(1) (20) (20)	(1) (20) (20)
Samples of students' work	4.00	f 0 % 0 % 0	1 20 25	0 0 0	1 20 25	2 40 50	(0) (0) (0)	(1) (20) (20)
Students' relationship with their employers	4.25	f 0 % 0 % 0	0 0 0	1 20 25	1 20 25	2 40 50	(0) (0) (0)	(1) (20) (20)
Quality of students' work at their training stations	4.75	f 0 % 0 % 0	0 0 0	0 0 0	1 20 25	3 60 75	(0) (0) (0)	(1) (20) (20)
Attendance at the training station	4.75	f 0 % 0 % 0	0 0 0	0 0 0	1 20 25	3 60 75	(0) (0) (0)	(1) (20) (20)
Students' career (job) goals	3.25	f 0 % 0 % 0	0 0 0	3 60 75	1 20 25	0 0 0	(0) (0) (0)	(1) (20) (20)
Students' efforts at their training stations (How hard they try)	4.75	f 0 % 0 % 0	0 0 0	0 0 0	1 20 25	3 60 75	(0) (0) (0)	(1) (20) (20)
Amount of work accomplished by students at their training stations	3.50	f 1 % 20 % 25	0 0 0	0 0 0	2 40 50	1 20 25	(0) (0) (0)	(1) (20) (20)
Students' relationship with other employees	4.25	f 0 % 0 % 0	0 0 0	0 0 0	3 60 75	1 20 25	(0) (0) (0)	(1) (20) (20)
Dress at the training station	3.50	f 0 % 0 % 0	1 20 25	1 20 25	1 20 25	1 20 25	(0) (0) (0)	(1) (20) (20)
Relationship between students' school work and training station activities	4.25	f 0 % 0 % 0	0 0 0	1 20 25	1 20 25	2 40 50	(0) (0) (0)	(1) (20) (20)
Problems students have encountered at their training stations	4.00	f 0 % 0 % 0	1 20 25	0 0 0	1 20 25	2 40 50	(0) (0) (0)	(1) (20) (20)
Proper use of equipment at students' training stations	4.25	f 0 % 0 % 0	0 0 0	1 20 25	1 20 25	2 40 50	(0) (0) (0)	(1) (20) (20)
Evaluation of students' general progress	4.50	f 0 % 0 % 0	0 0 0	0 0 0	2 40 50	2 40 50	(0) (0) (0)	(1) (20) (20)

^a 1 = Never
2 = Rarely
3 = Sometimes
4 = Frequently
5 = Very frequently
N/A = Does not apply
NR = No response

^b Percentages in bold type
represent percentage of
respondents per response
categories 1-5 only.

The topics which secondary school teachers perceived themselves to have reviewed most frequently with students were punctuality, quality of students' work, attendance, and students' efforts at their training stations. Sixty per cent, or three out of five teachers, reported reviewing these topics "very frequently".

Table V.61 summarizes secondary school students' perceptions of actual and ideal frequency of occurrence of the 16 different supervisory activities. Using the criteria described earlier, significant differences between actual and ideal frequency of occurrence for this group of students were noted for three supervisory activities. Specifically, results suggested that secondary school students wanted more frequent review of the following by their teachers:

- a) samples of their work
- b) their career (job) goals
- c) proper use of equipment at their training stations

In examining those items for which a minimum acceptable frequency of occurrence was established (see Table V.62), it can be seen that all secondary school teachers who responded to the questions (N=4) perceived review of quality of students' work at the training station and review of career goals to have occurred at the minimum acceptable frequency. While a clear majority of students shared teachers' perceptions with regard to the frequency of review of career goals, only 41 per cent of students perceived review of quality of work to have occurred "frequently". With regard to review of students' assignment logs, review of the relationship between students' school work and training station activities, and evaluation of general progress, it

TABLE V.61
SECONDARY SCHOOL STUDENTS' PERCEPTIONS OF ACTUAL AND IDEAL FREQUENCY OF
OCCURRENCE OF DIFFERENT SUPERVISORY ACTIVITIES
(N=66)

Supervisory Activities	Actual Frequency of Occurrence								Ideal Frequency of Occurrence							
	Mean Rating (5-point scale)	Percentage of Respondents Per Response Category ^a							Mean Rating (5-point scale)	Percentage of Respondents Per Response Category ^a						
		1	2	3	4	5	N/A	NR		1	2	3	4	5	N/A	NR
Review of: Students' assignment logs	2.87	14 14^b	24 25	29 30	18 19	11 11	(5)	(0)	2.97	11 11^b	18 19	36 40	18 19	9 10	(5)	(2)
Punctuality at students' training stations	3.10	11 12	21 23	24 26	21 23	15 16	(5)	(3)	3.24	8 8	11 11	44 47	15 16	17 18	(5)	(2)
Meeting of job deadlines	3.23	18 20	11 12	15 16	29 31	20 21	(6)	(2)	3.43	5 5	14 16	29 33	21 24	20 22	(8)	(5)
Samples of students' work	2.79**	18 19	21 23	24 26	23 24	8 8	(5)	(2)	3.43**	6 7	11 12	29 31	32 34	15 16	(6)	(2)
Students' relationship with their employers	3.30	12 13	11 12	23 25	29 32	17 18	(8)	(2)	3.34	9 10	11 12	29 31	27 30	17 18	(5)	(3)
Quality of students' work at their training stations	3.10 ^c *	15 16	14 15	26 28	23 25	15 16	(3)	(5)	3.62 ^c *	5 5	8 8	27 30	30 33	21 23	(6)	(3)
Attendance at the training station	3.64	8 8	12 13	20 21	24 25	32 33	(3)	(2)	3.28	8 8	14 15	35 38	15 17	20 22	(3)	(6)
Students' career (job) goals	3.07**	15 17	12 13	32 35	15 17	17 18	(6)	(3)	3.72**	6 7	5 5	27 30	24 27	29 32	(3)	(6)
Students' efforts at their training stations (How hard they try)	3.40	9 10	15 16	23 24	26 27	23 24	(3)	(2)	3.67	3 3	12 13	26 28	23 25	29 31	(3)	(5)
Amount of work accomplished by students at their training stations	3.29*	14 15	12 13	23 24	24 26	21 23	(3)	(3)	3.70*	5 5	9 10	21 23	30 33	26 28	(3)	(6)
Students' relationship with other employees	3.28	12 13	17 18	17 18	24 27	21 23	(5)	(5)	3.38	12 13	8 8	29 32	18 20	24 27	(3)	(6)
Dress at the training station	2.44*	39 44	9 10	18 20	8 9	15 17	(6)	(5)	2.75*	26 30	11 12	26 30	8 9	17 19	(5)	(9)
Relationship between students' school work and training station activities	2.70*	26 28	15 17	23 25	15 17	12 13	(3)	(6)	3.10*	12 14	21 24	20 22	15 17	20 22	(6)	(6)
Problems students have encountered at their training stations	2.86*	15 16	21 23	30 32	17 18	11 11	(3)	(3)	3.25*	14 15	11 12	29 31	18 20	21 23	(2)	(6)
Proper use of equipment at students' training stations	2.79**	23 26	12 14	26 29	15 17	12 14	(8)	(5)	3.41**	9 10	11 12	23 26	26 29	20 22	(5)	(8)
Evaluation of students' general progress	3.24**	11 11	18 19	24 26	20 21	21 23	(2)	(5)	3.67**	3 3	8 8	32 35	23 25	26 28	(2)	(8)

^a 1 = Never
2 = Rarely
3 = Sometimes
4 = Frequently
5 = Very frequently
N/A = Does not apply
NR = No response

^b Percentages in bold type represent percentage of respondents per response categories 1-5 only.

^c Difference between means produced through the performance of t-tests for correlated samples was <.50 for this item.

* Statistically significant difference between actual and ideal frequency of occurrence $p < .05$

** Statistically significant difference between actual and ideal frequency of occurrence $p < .01$

TABLE V.62

NUMBER AND PERCENTAGE OF SECONDARY SCHOOL TEACHERS AND STUDENTS REPORTING MINIMUM ACCEPTABLE
FREQUENCY LEVELS FOR DIFFERENT SUPERVISORY ACTIVITIES

Supervisory Activities	Minimum Acceptable Frequency	Total Number of Teachers Providing Valid Response	Percentage of Teachers Reporting Minimum or Greater	Total Number of Students Providing Valid Responses	Percentage of Students Reporting Minimum or Greater
<u>Review of:</u>					
Students' assignment logs	Frequently	4	50	63	30
Quality of students' work at their training stations	Frequently	4	100	61	41
Students' career (job) goals	Sometimes	4	100	60	70
Relationship between students' school work and training station activities	Very frequently	4	50	60	13
Evaluation of students' general progress	Frequently	4	50	62	44

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can be seen that 50 per cent of secondary school teachers perceived the frequency of review to have occurred at the minimum acceptable level. While there was not an overly large disparity between the percentage of students and percentage of teachers who perceived minimum acceptable levels to have been achieved with regard to the first and last items, only 13 per cent of students, in contrast to 50 per cent of teachers, perceived review of the relationship between students' school work and training station activities to have occurred at the minimum acceptable level (i.e., "very frequently").

With regard to the perceived helpfulness of the different supervisory activities, results in Tables V.63 and V.64 suggest that all review topics were perceived to be at least somewhat helpful by the majority of secondary school teachers and students. The only "borderline" activity was review of dress at the training station; 30 per cent of students perceived this activity to be of no help, and an additional 8 per cent perceived it to be not applicable.

A rank ordering of supervisory activities on the basis of mean ratings indicates that review of the following was perceived to be most helpful by secondary school teachers:

- a) punctuality at students' training stations (mean rating = 3.00)
- b) students' relationship with their employers (mean rating = 3.00)
- c) attendance at the training station (mean rating = 3.00)
- d) students' efforts at their training station (mean rating = 3.00)
- e) problems students have encountered at their training stations (mean rating = 3.00)
- f) evaluation of students' general progress (mean rating = 3.00)

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TABLE V.63
SECONDARY SCHOOL TEACHERS' PERCEPTIONS
OF THE HELPFULNESS OF DIFFERENT SUPERVISORY ACTIVITIES
(N=5)

Supervisory Activities	Mean Rating (3-point scale)	Perceived Helpfulness					
		Frequency (f) and Percentage (%) of Respondents Per Response Category ^a					
		1	2	3	N/A	NR	
Review of:							
Students' assignment logs	2.60	f 0 % 0 %^b 0	2 3 40 60 40 60	(0) (0) (0)	(0) (0) (0)		
Punctuality at students' training stations	3.00	f 0 % 0 % 0	0 5 0 100 0 100	(0) (0) (0)	(0) (0) (0)		
Meeting of job deadlines	2.75	f 0 % 0 % 0	1 3 20 60 25 75	(0) (0) (0)	(1) (20) (0)		
Samples of students' work	2.75	f 0 % 0 % 0	1 3 20 60 25 75	(1) (20) (0)	(0) (0) (0)		
Students' relationship with their employers	3.00	f 0 % 0 % 0	0 5 0 100 0 100	(0) (0) (0)	(0) (0) (0)		
Quality of students' work at their training stations	2.80	f 0 % 0 % 0	1 4 20 80 20 80	(0) (0) (0)	(0) (0) (0)		
Attendance at the training station	3.00	f 0 % 0 % 0	0 5 0 100 0 100	(0) (0) (0)	(0) (0) (0)		
Students' career (job) goals	2.60	f 0 % 0 % 0	2 3 40 60 40 60	(0) (0) (0)	(0) (0) (0)		
Students' efforts at their training stations (How hard they try)	3.00	f 0 % 0 % 0	0 5 0 100 0 100	(0) (0) (0)	(0) (0) (0)		
Amount of work accomplished by students at their training stations	2.50	f 0 % 0 % 0	2 2 40 40 50 50	(1) (20) (0)	(0) (0) (0)		
Students' relationship with other employees	2.80	f 0 % 0 % 0	1 4 20 80 20 80	(0) (0) (0)	(0) (0) (0)		
Dress at the training station	2.60	f 0 % 0 % 0	2 3 40 60 40 60	(0) (0) (0)	(0) (0) (0)		
Relationship between students' school work and training station activities	2.80	f 0 % 0 % 0	1 4 20 80 20 80	(0) (0) (0)	(0) (0) (0)		
Problems students have encountered at their training stations	3.00	f 0 % 0 % 0	0 5 0 100 0 100	(0) (0) (0)	(0) (0) (0)		
Proper use of equipment at students' training stations	2.60	f 0 % 0 % 0	2 3 40 60 40 60	(0) (0) (0)	(0) (0) (0)		
Evaluation of students' general progress	3.00	f 0 % 0 % 0	0 5 0 100 0 100	(0) (0) (0)	(0) (0) (0)		

^a 1 = Of no help
2 = Somewhat helpful
3 = Very helpful
N/A = Does not apply
NR = No response

^b Percentages in bold type represent
percentage of respondents per
response categories 1-3 only.

TABLE V.64
SECONDARY SCHOOL STUDENTS' PERCEPTIONS
OF THE HELPFULNESS OF DIFFERENT SUPERVISORY ACTIVITIES
(N=66)

Supervisory Activities	Perceived Helpfulness					
	Mean Rating (3-point scale)	Percentage of Respondents Per Response Category ^a				
		1	2	3	N/A	NR
Review of: Students' assignment logs	2.33	12 13^b	36 40	42 47	(2)	(8)
Punctuality at students' training stations	2.22	18 20	33 37	38 42	(3)	(8)
Meeting of job deadlines	2.36	14 15	30 34	46 51	(3)	(8)
Samples of students' work	2.27	14 15	38 42	38 42	(5)	(6)
Students' relationship with their employers	2.28	17 19	30 35	41 47	(3)	(9)
Quality of students' work at their training stations	2.46	8 9	33 37	49 54	(3)	(8)
Attendance at the training station	2.32	17 19	27 31	46 51	(5)	(6)
Students' career (job) goals	2.52	11 12	21 24	56 64	(5)	(8)
Students' efforts at their training stations (How hard they try)	2.38	14 15	29 32	49 53	(2)	(8)
Amount of work accomplished by students at their training stations	2.32	14 15	33 37	42 48	(5)	(6)
Students' relationship with other employees	2.32	15 17	30 34	44 49	(5)	(6)
Dress at the training station	1.88	30 35	36 42	20 23	(8)	(6)
Relationship between students' school work and training station activities	2.18	20 23	30 36	35 41	(8)	(8)
Problems students have encountered at their training stations	2.22	18 20	33 37	38 42	(5)	(6)
Proper use of equipment at students' training stations	2.23	21 23	27 30	42 47	(2)	(8)
Evaluation of students' general progress	2.38	17 18	24 26	52 56	(2)	(6)

^a 1 = Of no help
2 = Somewhat helpful
3 = Very helpful
N/A = Does not apply
NR = No response

^bPercentages in bold type represent percentage
of respondents per response categories 1-3 only.

A rank ordering of student data regarding perceived helpfulness indicates that review of the following was perceived to be most helpful by secondary school students:

- a) career (job) goals (mean rating = 2.52)
- b) quality of work at their training stations (mean rating = 2.46)
- c) their efforts (how hard they try) at their training stations (mean rating = 2.38)
- d) evaluation of their general progress (mean rating = 2.38)

Vocational School Programs

Table V.65 summarizes vocational school teachers' perceptions of the actual frequency of occurrence of the 16 different supervisory activities. It can be seen that all topics, except review of students' assignment logs, were perceived to have been reviewed "frequently" or "very frequently" by the majority of vocational school teachers. It is noted that 29 per cent of teachers (N=2) reported having reviewed students' assignment logs "sometimes"; 29 per cent (N=2) reported having reviewed assignment logs "frequently"; 43 per cent (N=3) indicated that review of students' assignment logs was not applicable.

The topics which vocational school teachers reported reviewing most frequently were attendance at the training station, students' relationship with other employees, and problems encountered by students at their training stations. The two former topics were perceived to have been reviewed "very frequently" by 86 per cent of vocational school teachers. Review of problems encountered by students at their training stations was perceived to have occurred "very frequently" by 71 per cent of vocational school teachers.

TABLE V.65
VOCATIONAL SCHOOL TEACHERS' PERCEPTIONS
OF ACTUAL FREQUENCY OF OCCURRENCE OF DIFFERENT SUPERVISORY ACTIVITIES
(N=7)

Supervisory Activities	Actual Frequency of Occurrence							
	Mean Rating (5 point scale)	Frequency (f) and Percentage (%) of Respondents Per Response Category ^a						
		1	2	3	4	5	N/A	NR
Review of:								
Students' assignment logs	3.50	f 0 % 0 % 0	0 0 0	2 29 50	2 29 50	0 0 0	(3) (43)	(0) (0)
Punctuality at students' training stations	4.57	f 0 % 0 % 0	0 0 0	0 0 0	3 43 43	4 57 57	(0) (0)	(0) (0)
Meeting of job deadlines	4.29	f 0 % 0 % 0	0 0 0	1 14 14	3 43 43	3 43 43	(0) (0)	(0) (0)
Samples of students' work	3.86	f 0 % 0 % 0	0 0 0	2 29 29	4 57 57	1 14 14	(0) (0)	(0) (0)
Students' relationship with their employers	4.43	f 0 % 0 % 0	0 0 0	0 0 0	4 57 57	3 43 43	(0) (0)	(0) (0)
Quality of students' work at their training stations	4.29	f 0 % 0 % 0	0 0 0	0 0 0	5 71 71	2 29 29	(0) (0)	(0) (0)
Attendance at the training station	4.86	f 0 % 0 % 0	0 0 0	0 0 0	1 14 14	6 86 86	(0) (0)	(0) (0)
Students' career (job) goals	3.57	f 1 % 14 % 14	0 0 0	0 0 0	6 86 86	0 0 0	(0) (0)	(0) (0)
Students' efforts at their training stations (How hard they try)	4.29	f 0 % 0 % 0	0 0 0	0 0 0	5 71 71	2 29 29	(0) (0)	(0) (0)
Amount of work accomplished by students at their training stations	4.14	f 0 % 0 % 0	0 0 0	0 0 0	6 86 86	1 14 14	(0) (0)	(0) (0)
Students' relationship with other employees	4.86	f 0 % 0 % 0	0 0 0	0 0 0	1 14 14	6 86 86	(0) (0)	(0) (0)
Dress at the training station	4.14	f 0 % 0 % 0	0 0 0	0 0 0	6 86 86	1 14 14	(0) (0)	(0) (0)
Relationship between students' school work and training station activities	4.14	f 0 % 0 % 0	0 0 0	2 29 29	2 29 29	3 43 43	(0) (0)	(0) (0)
Problems students have encountered at their training stations	4.71	f 0 % 0 % 0	0 0 0	0 0 0	2 29 29	5 71 71	(0) (0)	(0) (0)
Proper use of equipment at students' training stations	4.43	f 0 % 0 % 0	0 0 0	1 14 14	2 29 29	4 57 57	(0) (0)	(0) (0)
Evaluation of students' general progress	4.57	f 0 % 0 % 0	0 0 0	0 0 0	3 43 43	4 57 57	(0) (0)	(0) (0)

^a 1 = Never 4 = Frequently
2 = Rarely 5 = Very frequently
3 = Sometimes N/A = Does not apply
NR = No response

^b Percentages in bold type
represent percentage of
respondents per response
categories 1-5 only.

Table V.66 summarizes vocational school students' perceptions of actual and ideal frequency of occurrence of the 16 different supervisory activities. Significant differences between actual and ideal frequency of occurrence for this group of students were noted for seven supervisory activities.

Specifically, results suggest that vocational school students wanted more frequent review of the following by their teachers:

- a) meeting of job deadlines
- b) samples of their work
- c) quality of their work at their training stations
- d) relationship between their school work and training station activities
- e) problems they have encountered at their training stations
- f) proper use of equipment at their training stations
- g) evaluation of their general progress

In examining those items for which a minimum acceptable frequency of occurrence was established (see Table V.67), it can be seen that a clear majority of teachers and students perceived review of career goals to have occurred at least "sometimes", that is, at the established minimum acceptable frequency. An equal percentage (50%) of teachers and students perceived review of assignment logs to have occurred at the minimum acceptable frequency level (i.e., "frequently"). With regard to review of quality of work and evaluation of general progress, it is noted that, while all teachers perceived review of these activities to have occurred "frequently", only about half of the students had similar perceptions. Finally, while 43 per cent of vocational school teachers perceived a review of the relationship between

TABLE V.66
VOCATIONAL SCHOOL STUDENTS' PERCEPTIONS OF ACTUAL AND IDEAL FREQUENCY OF
OCCURRENCE OF DIFFERENT SUPERVISORY ACTIVITIES
(N=23)

Supervisory Activities	Actual Frequency of Occurrence							Ideal Frequency of Occurrence						
	Mean Rating (5-point scale)	Percentage of Respondents Per Response Category ^a						Mean Rating (5-point scale)	Percentage of Respondents Per Response Category ^a					
		1	2	3	4	5	N/A NR		1	2	3	4	5	N/A NR
Review of: Students' assignment logs	3.33	9 17	4 8	13 25	13 25	13 25	(35)(13)	3.88	0 0	0 0	26 38	26 38	17 25	(22)(9)
Punctuality at students' training stations	3.06	17 24	9 12	13 18	22 29	13 18	(13)(13)	3.75	0 0	13 15	17 20	35 40	22 25	(4)(9)
Meeting of job deadlines	2.77**	30 41	4 6	9 12	13 18	17 24	(13)(13)	4.20**	0 0	4 5	13 15	30 35	39 45	(0)(13)
Samples of students' work	2.37**	39 47	4 5	17 21	13 16	9 11	(0)(17)	4.00**	0 0	4 5	22 25	30 35	30 35	(4)(9)
Students' relationship with their employers	3.30	22 25	0 0	13 15	35 40	17 20	(0)(13)	4.00	0 0	4 5	22 25	30 35	30 35	(4)(9)
Quality of students' work at their training stations	3.20**	13 15	17 20	13 15	26 30	17 20	(0)(13)	4.25**	0 0	4 5	9 10	35 40	39 45	(4)(9)
Attendance at the training station	3.35	22 25	4 5	9 10	26 30	26 30	(0)(13)	4.10	4 5	4 5	9 10	30 35	39 45	(4)(9)
Students' career (job) goals	3.43	13 14	13 14	17 19	17 19	30 35	(0)(9)	4.21	4 5	0 0	9 11	30 37	39 47	(9)(9)
Students' efforts at their training stations (How hard they try)	3.33	26 29	4 5	0 0	35 38	26 29	(0)(9)	4.20	0 0	0 0	17 20	35 40	35 40	(0)(13)
Amount of work accomplished by students at their training stations	3.35	22 25	4 5	13 15	17 20	30 35	(4)(9)	4.10	0 0	9 10	13 15	26 30	39 45	(4)(9)
Students' relationship with other employees	3.65	13 15	9 10	4 5	30 35	30 35	(0)(13)	4.14	4 5	4 5	13 14	22 24	48 52	(0)(9)
Dress at the training station	2.90	35 40	4 5	9 10	13 15	26 30	(4)(9)	3.50	13 15	4 5	22 25	22 25	26 30	(0)(13)
Relationship between students' work and training station activities	2.85*	22 25	13 15	13 15	35 40	4 5	(4)(9)	3.75*	0 0	9 10	26 30	30 35	22 25	(4)(9)
Problems students have encountered at their training stations	2.50*	26 30	22 25	17 20	13 15	9 10	(0)(13)	3.47*	0 0	13 16	30 37	26 32	13 16	(9)(9)
Proper use of equipment at students' training stations	2.70*	30 35	9 10	17 20	17 20	13 15	(4)(9)	3.81*	9 10	4 5	22 24	17 19	39 43	(0)(9)
Evaluation of students' general progress	3.00*	26 30	0 0	22 25	26 30	13 15	(4)(9)	3.86*	4 5	0 0	22 24	44 48	22 24	(0)(9)

^a 1 = Never

2 = Rarely

3 = Sometimes

4 = Frequently

5 = Very frequently

N/A = Does not apply

NR = No response

^b Percentages in bold type represent percentage of respondents per response categories 1 - 5 only.

* Statistically significant difference between actual and ideal frequency of occurrence $p < .05$

** Statistically significant difference between actual and ideal frequency of occurrence $p < .01$

TABLE V.67

NUMBER AND PERCENTAGE OF VOCATIONAL SCHOOL TEACHERS AND STUDENTS REPORTING MINIMUM ACCEPTABLE
FREQUENCY LEVELS FOR DIFFERENT SUPERVISORY ACTIVITIES

Supervisory Activities	Minimum Acceptable Frequency	Total Number of Teachers Providing Valid Response	Percentage of Teachers Reporting Minimum or Greater	Total Number of Students Providing Valid Responses	Percentage of Students Reporting Minimum or Greater
<u>Review of:</u>					
Students' assignment logs	Frequently	4	50	12	50
Quality of students' work at their training stations	Frequently	7	100	20	50
Students' career (Job) goals	Sometimes	7	86	21	71
Relationship between students' school work and training station activities	Very frequently	7	43	20	5
Evaluation of students' general progress	Frequently	7	100	20	45

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students' school work and training station activities to have occurred "very frequently", a markedly lower percentage of students (5%) had similar perceptions.

With regard to the perceived helpfulness of the different supervisory activities, results in Tables V.68 and V.69 suggest that all review activities were perceived to be at least somewhat helpful by the large majority of vocational school teachers and students; the only "borderline" activity was review of students' assignment logs which was noted to be not applicable by 43 per cent of teachers and 35 per cent of students.

A rank ordering of supervisory activities on the basis of mean ratings indicates that review of the following was perceived as most helpful by vocational school teachers:

- a) punctuality at students' training stations (mean rating = 3.00)
- b) students' relationship with their employers (mean rating = 3.00)
- c) students' efforts at their training stations (mean rating = 3.00)
- d) students' relationship with other employees (mean rating = 3.00)
- e) evaluation of students' general progress (mean rating = 3.00)

A rank ordering of student data regarding perceived helpfulness suggests that review of the following was perceived as most helpful by vocational school students:

- a) their efforts (how hard they try) at their training stations (mean rating = 2.90)
- b) their relationship with other employees (mean rating = 2.85)
- c) meeting of job deadlines (mean rating = 2.82)

TABLE V.68
VOCATIONAL SCHOOL TEACHERS' PERCEPTIONS
OF THE HELPFULNESS OF DIFFERENT SUPERVISORY ACTIVITIES
(N=7)

Supervisory Activities	Perceived Helpfulness					
	Mean Rating (3-point scale)	Frequency (f) and Percentage (%) of Respondents Per Response Category ^a				
		1	2	3	N/A	NR
Review of:						
Students' assignment logs	2.75	f 0 % 0 % 0	1 14 25	3 43 75	(3) (43) (0)	(0) (0) (0)
Punctuality at students' training stations	3.00	f 0 % 0 % 0	0 0 0	7 100 100	(0) (0) (0)	(0) (0) (0)
Meeting of job deadlines	2.86	f 0 % 0 % 0	1 14 14	6 86 86	(0) (0) (0)	(0) (0) (0)
Samples of students' work	2.71	f 0 % 0 % 0	2 29 29	5 71 71	(0) (0) (0)	(0) (0) (0)
Students' relationship with their employers	3.00	f 0 % 0 % 0	0 0 0	7 100 100	(0) (0) (0)	(0) (0) (0)
Quality of students' work at their training stations	2.57	f 0 % 0 % 0	3 43 43	4 57 57	(0) (0) (0)	(0) (0) (0)
Attendance at the training station	2.86	f 0 % 0 % 0	1 14 14	6 86 86	(0) (0) (0)	(0) (0) (0)
Students' career (job) goals	2.87	f 1 % 14 % 14	3 43 43	3 43 43	(0) (0) (0)	(0) (0) (0)
Students' efforts at their training stations (How hard they try)	3.00	f 0 % 0 % 0	0 0 0	7 100 100	(0) (0) (0)	(0) (0) (0)
Amount of work accomplished by students at their training stations	2.57	f 0 % 0 % 0	3 43 43	4 57 57	(0) (0) (0)	(0) (0) (0)
Students' relationship with other employees	3.00	f 0 % 0 % 0	0 0 0	7 100 100	(0) (0) (0)	(0) (0) (0)
Dress at the training station	2.57	f 0 % 0 % 0	3 43 43	4 57 57	(0) (0) (0)	(0) (0) (0)
Relationship between students' school work and training station activities	2.43	f 0 % 0 % 0	4 57 57	3 43 43	(0) (0) (0)	(0) (0) (0)
Problems students have encountered at their training stations	2.86	f 0 % 0 % 0	1 14 14	6 86 86	(0) (0) (0)	(0) (0) (0)
Proper use of equipment at students' training stations	2.86	f 0 % 0 % 0	1 14 14	6 86 86	(0) (0) (0)	(0) (0) (0)
Evaluation of students' general progress	3.00	f 0 % 0 % 0	0 0 0	7 100 100	(0) (0) (0)	(0) (0) (0)

^a 1 = Of no help
2 = Somewhat helpful
3 = Very helpful
N/A = Does not apply
NR = No response

^b Percentages in bold type
represent percentage of
respondents per response
categories 1-3 only.

TABLE V.69
VOCATIONAL SCHOOL STUDENTS' PERCEPTIONS OF THE
HELPFULNESS OF DIFFERENT SUPERVISORY ACTIVITIES
(N=23)

Supervisory Activities	Perceived Helpfulness					
	Mean Rating (3-point scale)	Percentage of Respondents Per Response Category ^a				
		1	2	3	N/A	NR
Review of: Students' assignment logs	2.77	0 0^b	13 23	44 77	(35)	(9)
Punctuality at students' training stations	2.65	4 5	22 25	61 70	(4)	(9)
Meeting of job deadlines	2.82	4 6	4 6	65 88	(17)	(9)
Samples of students' work	2.68	0 0	26 32	57 68	(9)	(9)
Students' relationship with their employers	2.79	4 5	9 11	70 84	(9)	(9)
Quality of students' work at their training stations	2.60	0 0	35 40	52 60	(4)	(9)
Attendance at the training station	2.65	4 5	22 25	61 70	(4)	(9)
Students' career (job) goals	2.68	4 5	17 21	61 74	(4)	(13)
Students' efforts at their training stations (How hard they try)	2.90	4 5	0 0	78 95	(9)	(9)
Amount of work accomplished by students at their training stations	2.61	4 6	22 28	52 67	(13)	(9)
Students' relationship with other employees	2.85	4 5	4 5	78 90	(4)	(9)
Dress at the training station	2.45	17 20	13 15	57 65	(4)	(9)
Relationship between students' work and training station activities	2.56	4 6	26 33	48 61	(13)	(9)
Problems students have encountered at their training stations	2.37	13 16	26 32	44 53	(9)	(9)
Proper use of equipment at students' training stations	2.63	9 11	13 16	61 74	(9)	(9)
Evaluation of students' general progress	2.50	9 10	26 30	52 60	(4)	(9)

^a 1 = Of no help
2 = Somewhat helpful
3 = Very helpful
N/A = Does not apply
NR = No response

^bPercentages in bold type represent percentage
of respondents per response categories 1-3 only.

Collegiate Business Education Program

Table V.70 summarizes collegiate business education teachers' perceptions of the actual frequency of occurrence of the 16 supervisory activities under examination. It can be seen that, in contrast to secondary and vocational school teachers who reported reviewing most topics at least "frequently", the majority of collegiate business education teachers perceived most topics to have been reviewed at least "sometimes". Activities which were "borderline" in this regard included review of sample of students' work, which 40 per cent of collegiate business education teachers reported reviewing "rarely" or "never", and review of proper use of equipment at students' training station, which 47 per cent of teachers reported reviewing "rarely". The topics which collegiate business education teachers reported reviewing most frequently were attendance (80 per cent reported "frequent" or "very frequent" review) and evaluation of students' general progress (73 per cent reported "frequent" or "very frequent" review).

Table V.71 summarizes collegiate business education students' perceptions of actual and ideal frequency of occurrence of the 16 different supervisory activities. Significant differences between actual and ideal frequency of occurrence for this group of students were noted for eight supervisory activities. Specifically, results suggest that collegiate business education students wanted more frequent review of the following by their teachers:

- a) meeting of job deadlines
- b) samples of their work
- c) their career (job) goals
- d) their efforts at their training stations (how hard they try)

TABLE V. 70
COLLEGIATE BUSINESS EDUCATION TEACHERS' PERCEPTIONS
OF ACTUAL FREQUENCY OF OCCURRENCE OF DIFFERENT SUPERVISORY ACTIVITIES
(N=15)

Supervisory Activities	Actual Frequency of Occurrence							
	Mean Rating (5-point scale)	Frequency (f) and Percentage (%) of Respondents Per Response Category ^a						
		1	2	3	4	5	N/A	NR
Review of:								
Students' assignment logs	3.77	f 0 % 0 % ^b 0	0 0 0	6 40 46	4 27 31	3 20 23	(1) (7) (7)	(1) (7) (7)
Punctuality at students' training stations	3.54	f 0 % 0 % 0	3 20 23	2 13 15	6 40 46	2 13 15	(1) (7) (7)	(1) (7) (7)
Meeting of job deadlines	2.82	f 1 % 7 % 9	3 20 27	4 27 36	3 20 27	0 0 0	(2) (13) (13)	(2) (13) (13)
Samples of students' work	2.33	f 2 % 13 % 17	4 27 33	6 40 50	0 0 0	0 0 0	(2) (13) (7)	(1) (7) (7)
Students' relationship with their employers	3.86	f 0 % 0 % 0	1 7 7	5 33 36	3 20 21	5 33 36	(0) (0) (0)	(1) (7) (7)
Quality of students' work at their training stations	3.69	f 0 % 0 % 0	0 0 0	5 33 39	7 47 54	1 7 8	(0) (0) (0)	(2) (13) (13)
Attendance at the training station	4.07	f 0 % 0 % 0	0 0 0	2 13 14	9 60 64	3 20 21	(0) (0) (0)	(1) (7) (7)
Students' career (job) goals	2.86	f 0 % 0 % 0	5 33 36	6 40 43	3 20 21	0 0 0	(0) (0) (0)	(1) (7) (7)
Students' efforts at their training stations (How hard they try)	3.86	f 0 % 0 % 0	1 7 7	3 20 21	7 47 50	3 20 21	(0) (0) (0)	(1) (7) (7)
Amount of work accomplished by students at their training stations	3.43	f 0 % 0 % 0	3 20 21	4 27 29	5 33 36	2 13 14	(0) (0) (0)	(1) (7) (7)
Students' relationship with other employees	3.71	f 0 % 0 % 0	2 13 14	4 27 29	4 27 29	4 27 29	(0) (0) (0)	(1) (7) (7)
Dress at the training station	3.36	f 0 % 0 % 0	1 7 7	7 47 50	6 40 43	0 0 0	(0) (0) (0)	(1) (7) (7)
Relationship between students' school work and training station activities	3.50	f 0 % 0 % 0	1 7 7	6 40 43	6 40 43	1 7 0	(0) (0) (0)	(1) (7) (7)
Problems students have encountered at their training stations	4.00	f 0 % 0 % 0	0 0 0	5 33 36	4 27 29	5 33 36	(0) (0) (0)	(1) (7) (7)
Proper use of equipment at students' training stations	2.77	f 0 % 0 % 0	7 47 54	2 13 15	4 27 31	0 0 0	(1) (7) (7)	(1) (7) (7)
Evaluation of students' general progress	4.14	f 0 % 0 % 0	0 0 0	3 20 21	6 40 43	5 33 36	(0) (0) (0)	(1) (7) (7)

^a 1 = Never
2 = Rarely
3 = Sometimes
4 = Frequently
5 = Very frequently
N/A = Does not apply
NR = No response

^b Percentages in bold type
represent percentage of
respondents per response
categories 1-5 only.

TABLE V.71
COLLEGIATE BUSINESS EDUCATION STUDENTS' PERCEPTIONS OF ACTUAL AND IDEAL FREQUENCY OF
OCCURRENCE OF DIFFERENT SUPERVISORY ACTIVITIES
(N=105)

Supervisory Activities	Actual Frequency of Occurrence							Ideal Frequency of Occurrence						
	Mean Rating (5-point scale)	Percentage of Respondents Per Response Category ^a						Mean Rating (5-point scale)	Percentage of Respondents Per Response Category ^a					
		1	2	3	4	5	N/A NR		1	2	3	4	5	N/A NR
Review of: Students' assignment logs	2.94*	10 11	19 23	27 32	24 28	5 6	(15) (1)	3.20*	2 2	14 17	38 44	30 34	3 3	(13) (0)
Punctuality at students' training stations	2.24*	31 32	31 33	19 20	9 9	6 6	(4) (1)	2.94*	15 15	31 32	37 38	14 14	1 1	(1) (0)
Meeting of job deadlines	2.03**	35 40	25 28	22 25	4 4	3 3	(11) (0)	2.56**	20 21	16 17	43 46	13 14	1 1	(6) (1)
Samples of students' work	1.91**	48 52	18 20	15 17	11 11	1 1	(8) (0)	2.84**	14 15	11 11	52 54	16 17	4 4	(3) (0)
Students' relationship with their employers	2.76	15 16	19 19	43 44	16 17	5 5	(2) (0)	2.98	11 12	13 14	45 46	23 23	6 6	(1) (1)
Quality of students' work at their training stations	2.86	16 17	13 14	39 41	23 24	5 5	(3) (1)	3.12	8 8	8 8	54 54	26 26	5 5	(0) (0)
Attendance at the training station	2.76	24 25	15 16	30 30	18 19	11 11	(2) (1)	2.72	12 12	30 30	35 35	19 19	4 4	(0) (0)
Students' career (job) goals	2.52**	16 17	30 31	36 38	11 11	3 3	(4) (1)	3.37**	5 5	9 9	46 46	27 27	14 14	(0) (0)
Students' efforts at their training stations (How hard they try)	2.68**	20 20	17 18	39 40	18 18	4 4	(2) (0)	3.36**	6 6	9 9	48 48	29 29	9 9	(1) (0)
Amount of work accomplished by students at their training stations	2.43**	27 28	24 25	30 30	12 13	5 5	(3) (0)	3.28**	9 9	9 9	40 40	31 31	11 12	(1) (0)
Students' relationship with other employees	2.52**	27 27	17 18	33 34	19 19	2 2	(2) (0)	3.05**	10 10	13 14	42 43	28 28	5 5	(3) (0)
Dress at the training station	2.09*	38 39	28 28	19 20	10 10	3 3	(3) (0)	2.39*	25 25	30 30	28 28	13 14	3 3	(1) (1)
Relationship between students' school work and training station activities	2.52**	21 22	25 26	34 36	12 13	4 4	(4) (0)	3.13**	8 8	14 14	42 42	30 30	7 7	(0) (0)
Problems students have encountered at their training stations	2.91**	18 19	13 14	31 33	24 25	9 9	(5) (0)	3.48**	8 8	12 13	27 27	29 29	23 23	(2) (0)
Proper use of equipment at students' training stations	1.94**	37 40	31 34	17 19	6 6	1 1	(8) (0)	2.60**	17 19	22 24	35 38	12 14	4 4	(10) (0)
Evaluation of students' general progress	3.47**	4 4	7 7	40 41	35 36	12 13	(2) (0)	3.81**	1 1	2 2	36 36	37 37	24 24	(0) (0)

^a 1 = Never
2 = Rarely
3 = Sometimes
4 = Frequently
5 = Very frequently
N/A = Does not apply
NR = No response

^b Percentages in bold type represent percentage of respondents per response categories 1 - 5 only.

^c Difference between means produced through the performance of t-tests for correlated samples was <.05 for this item.

* Statistically significant difference between actual and ideal frequency of occurrence $p < .05$

** Statistically significant difference between actual and ideal frequency of occurrence $p < .01$

- e) amount of work accomplished at their training stations
- f) relationship between their school work and training station activities
- g) problems they have encountered at their training stations
- h) proper use of equipment at their training stations

In examining those items for which a minimum acceptable frequency of occurrence was established (see Table V.72), it can be seen that the only review activity which was reported at a minimum acceptable level by a majority of students was review of career goals. In this case, even, only a bare majority (53%) reported that the activity was reviewed at least "sometimes". Of the remaining four activities, only evaluation of general progress was reported to be at the acceptable frequency level by students numbering close to a majority (i.e., 40 per cent or more). In contrast, it can be seen that a majority of teachers reported minimum acceptable frequency levels for not only review of career goals and evaluation of general progress but also for review of quality of work and students' assignment logs. No business education teachers reported reviewing the relationship between students' school work and training station activities "very frequently". Although direct comparisons between student and teacher perceptions of frequency of occurrence are fraught with interpretation problems for reasons discussed earlier, very large disparities (30% or more) are noted between student and teacher perceptions of frequency of review of quality of work and evaluation of general progress.

With regard to the perceived helpfulness of the different supervisory activities, results in Tables V.73 and V.74 suggest that all review items were perceived to be at least somewhat helpful by most collegiate business

TABLE V.72

NUMBER AND PERCENTAGE OF COLLEGIATE BUSINESS EDUCATION TEACHERS AND STUDENTS REPORTING MINIMUM
ACCEPTABLE FREQUENCY LEVELS FOR DIFFERENT SUPERVISORY ACTIVITIES

Supervisory Activities	Minimum Acceptable Frequency	Total Number of Teachers Providing Valid Response	Percentage of Teachers Reporting Minimum or Greater	Total Number of Students Providing Valid Responses	Percentage of Students Reporting Minimum or Greater
<u>Review of:</u>					
Students' assignment logs	Frequently	13	54	88	34
Quality of students' work at their training stations	Frequently	13	62	101	29
Students' career (job) goals	Sometimes	14	64	100	53
Relationship between students' school work and training station activities	Very frequently	14	0	101	4
Evaluation of students' general progress	Frequently	14	79	103	49

TABLE V.73
COLLEGIATE BUSINESS EDUCATION TEACHERS' PERCEPTIONS
OF THE HELPFULNESS OF DIFFERENT SUPERVISORY ACTIVITIES
(N=15)

Supervisory Activities	Mean Rating (3-point scale)	Perceived Helpfulness				
		Frequency (f) and Percentage (%) of Respondents Per Response Category ^a				
		1	2	3	N/A	NR
Review of:						
Students' assignment logs	2.50	f 0 % 0 %^b 0	7 47 50	7 47 50	(1) (7)	(0) (0)
Punctuality at students' training stations	2.64	f 1 % 7 % 7	3 20 21	10 67 71	(1) (7)	(0) (0)
Meeting of job deadlines	2.14	f 2 % 13 % 14	8 53 57	4 27 29	(1) (7)	(0) (0)
Samples of students' work	1.92	f 2 % 13 % 17	9 60 75	1 7 8	(3) (20)	(0) (0)
Students' relationship with their employers	2.79	f 0 % 0 % 0	3 20 21	11 73 79	(1) (7)	(0) (0)
Quality of students' work at their training stations	2.67	f 0 % 0 % 0	5 33 33	10 67 67	(0) (0)	(0) (0)
Attendance at the training station	2.87	f 0 % 0 % 0	2 13 13	13 87 87	(0) (0)	(0) (0)
Students' career (job) goals	2.33	f 1 % 7 % 7	8 53 53	6 40 40	(0) (0)	(0) (0)
Students' efforts at their training stations (How hard they try)	2.67	f 1 % 7 % 7	3 20 20	11 73 73	(0) (0)	(0) (0)
Amount of work accomplished by students at their training stations	2.07	f 2 % 13 % 13	10 67 67	3 20 20	(0) (0)	(0) (0)
Students' relationship with other employees	2.79	f 0 % 0 % 0	3 20 21	11 73 79	(1) (7)	(0) (0)
Dress at the training station	2.40	f 0 % 0 % 0	9 60 60	6 40 40	(0) (0)	(0) (0)
Relationship between students' school work and training station activities	2.27	f 1 % 7 % 7	9 60 60	5 33 33	(0) (0)	(0) (0)
Problems students have encountered at their training stations	3.00	f 0 % 0 % 0	0 0 0	15 100 100	(0) (0)	(0) (0)
Proper use of equipment at students' training stations	1.93	f 3 % 20 % 21	9 60 64	2 13 14	(1) (7)	(0) (0)
Evaluation of students' general progress	3.00	f 0 % 0 % 0	0 0 0	14 93 100	(0) (0)	(1) (7)

^a 1 = Of no help
2 = Somewhat helpful
3 = Very helpful
N/A = Does not apply
NR = No response

^b Percentages in bold type
represent percentage of
respondents per response
categories 1-3 only.

TABLE V.74
COLLEGIATE BUSINESS EDUCATION STUDENTS' PERCEPTIONS
OF THE HELPFULNESS OF DIFFERENT SUPERVISORY ACTIVITIES
(N=105)

Supervisory Activities	Perceived Helpfulness					
	Mean Rating (3-point scale)	Percentage of Respondents Per Response Category ^a				
		1	2	3	N/A	NR
Review of: Students' assignment logs	2.21	8 9^b	53 62	26 30	(13)	(0)
Punctuality at students' training stations	1.84	31 32	50 51	16 17	(3)	(0)
Meeting of job deadlines	1.95	28 30	43 46	23 25	(7)	(0)
Samples of students' work	2.09	19 20	49 51	28 29	(5)	(0)
Students' relationship with their employers	2.15	15 16	51 53	30 31	(4)	(1)
Quality of students' work at their training stations	2.28	12 13	45 46	40 41	(3)	(0)
Attendance at the training station	1.91	28 28	51 52	19 19	(2)	(0)
Students' career (job) goals	2.48	6 6	40 40	53 54	(1)	(0)
Students' efforts at their training stations (How hard they try)	2.26	13 14	46 47	39 40	(2)	(0)
Amount of work accomplished by students at their training stations	2.21	14 15	49 50	35 36	(2)	(0)
Students' relationship with other employees	2.07	22 23	47 48	29 29	(3)	(0)
Dress at the training station	1.69	42 44	41 43	12 13	(4)	(1)
Relationship between students' school work and training station activities	2.18	15 16	50 51	32 33	(3)	(0)
Problems students have encountered at their training stations	2.39	9 9	40 43	45 48	(7)	(0)
Proper use of equipment at students' training stations	1.91	24 27	48 54	16 19	(12)	(0)
Evaluation of students' general progress	2.63	2 2	32 33	64 65	(2)	(0)

^a 1 = Of no help
2 = Somewhat helpful
3 = Very helpful
N/A = Does not apply
NR = No response

^bPercentages in bold type represent percentage
of respondents per response categories 1-3 only

education students and teachers. A rank ordering of activities on the basis of mean ratings indicates that review of the following was perceived as most helpful by collegiate business education teachers:

- a) problems encountered at the training station (mean rating = 3.00)
- b) evaluation of students' general progress (mean rating = 3.00)
- c) attendance at the training station (mean rating = 2.87)

A rank ordering of student responses indicates that review of the following was perceived to be most important by collegiate business education students:

- a) evaluation of their general progress (mean rating = 2.63)
- b) career (job) goals (mean rating = 2.48)
- c) problems they have encountered at their training station (mean rating = 2.39)

Collegiate Technical Education Program

Table V.75 summarizes collegiate technical education teachers' perceptions of the actual frequency of occurrence of the 16 supervisory activities under examination. It can be seen that most topics were perceived as being reviewed at least "sometimes" by most teachers. The only notable exceptions were meeting of job deadlines, samples of students' work, and dress at the training station which were reviewed "never" or "rarely" by 50 per cent or more of technical education teachers. The topics which technical education teachers reported reviewing most frequently were students' relationship with their employers (67 per cent reported "frequent" or "very frequent" review) and attendance at the training station (66 per cent reported "frequent" or "very frequent" review).

TABLE V.75
COLLEGIATE TECHNICAL EDUCATION TEACHERS' PERCEPTIONS
OF ACTUAL FREQUENCY OF OCCURRENCE OF DIFFERENT SUPERVISORY ACTIVITIES
(N=6)

Supervisory Activities	Actual Frequency of Occurrence							
	Mean Rating (5-point scale)	Frequency (f) and Percentage (%) of Respondents Per Response Category ^a						
		1	2	3	4	5	N/A	NR
Review of:								
Students' assignment logs	3.80	f 0 % 0 % 0	0 0 0	3 50 60	0 0 0	2 33 40	(0) (0) (0)	(1) (17) (17)
Punctuality at students' training stations	3.80	f 0 % 0 % 0	0 0 0	2 33 40	2 33 40	1 17 20	(0) (0) (0)	(1) (17) (17)
Meeting of job deadlines	2.40	f 1 % 17 % 20	3 50 60	0 0 0	0 0 0	1 17 20	(0) (0) (0)	(1) (17) (17)
Samples of students' work	2.60	f 1 % 17 % 20	2 33 40	0 0 0	2 33 40	0 0 0	(0) (0) (0)	(1) (17) (17)
Students' relationship with their employers	4.40	f 0 % 0 % 0	0 0 0	1 17 20	1 17 20	3 50 60	(0) (0) (0)	(1) (17) (17)
Quality of students' work at their training stations	3.20	f 1 % 17 % 20	0 0 0	2 33 40	1 17 20	1 17 20	(0) (0) (0)	(1) (17) (17)
Attendance at the training station	4.20	f 0 % 0 % 0	0 0 0	1 17 20	2 33 40	2 33 40	(0) (0) (0)	(1) (17) (17)
Students' career (job) goals	3.40	f 0 % 0 % 0	1 17 20	1 17 20	3 50 60	0 0 0	(0) (0) (0)	(1) (17) (17)
Students' efforts at their training stations (How hard they try)	3.60	f 0 % 0 % 0	1 17 20	0 0 0	4 67 80	0 0 0	(0) (0) (0)	(1) (17) (17)
Amount of work accomplished by students at their training stations	3.40	f 0 % 0 % 0	1 17 20	1 17 20	3 50 60	0 0 0	(0) (0) (0)	(1) (17) (17)
Students' relationship with other employees	4.00	f 0 % 0 % 0	0 0 0	2 33 50	0 0 0	2 33 50	(0) (0) (0)	(2) (33) (33)
Dress at the training station	2.80	f 0 % 0 % 0	3 50 60	0 0 0	2 33 40	0 0 0	(0) (0) (0)	(1) (17) (17)
Relationship between students' school work and training station activities	3.20	f 0 % 0 % 0	1 17 20	2 33 40	2 33 40	0 0 0	(0) (0) (0)	(1) (17) (17)
Problems students have encountered at their training stations	3.40	f 0 % 0 % 0	1 17 20	2 33 40	1 17 20	1 17 20	(0) (0) (0)	(1) (17) (17)
Proper use of equipment at students' training stations	3.20	f 0 % 0 % 0	1 17 20	3 50 60	0 0 0	1 17 20	(0) (0) (0)	(1) (17) (17)
Evaluation of students' general progress	4.00	f 0 % 0 % 0	0 0 0	0 0 0	5 83 100	0 0 0	(0) (0) (0)	(1) (17) (17)

^a 1 = Never
2 = Rarely
3 = Sometimes
4 = Frequently
5 = Very frequently
N/A = Does not apply
NR = No response

^b Percentages in bold type
represent percentage of
respondents per response
categories 1-5 only.

Table V.76 summarizes collegiate technical education students' perceptions of actual and ideal frequency of occurrence of the different supervisory activities. Significant differences between actual and ideal frequency of occurrence reported by collegiate technical education students were noted for seven supervisory activities. Specifically, results suggest that collegiate technical education students wanted more frequent review of the following by their teachers:

- a) meeting of job deadlines
- b) samples of their work
- c) quality of their work at their training stations
- d) their career (job) goals
- e) their relationship with other employees
- f) relationship between their school work and training station activities
- g) problems they have encountered at their training stations

In examining those topics for which a minimum acceptable frequency of occurrence was established (see Table V.77), it can be seen that the majority of teachers and students reported that review of career goals took place at the minimum acceptable frequency level. Forty per cent or fewer teachers and students reported minimum acceptable frequency levels for review of students' assignment logs, quality of work, and relationship between students' school work and training station activities. The greatest disparity between teacher and student perceptions was noted with regard to evaluation of students' general progress. While all teachers felt that they reviewed general progress "frequently", only 42 per cent of students were of the same opinion.

TABLE V.76

COLLEGIATE TECHNICAL EDUCATION STUDENTS' PERCEPTIONS OF ACTUAL AND IDEAL FREQUENCY OF OCCURRENCE OF DIFFERENT SUPERVISORY ACTIVITIES
(N=54)

Supervisory Activities	Actual Frequency of Occurrence								Ideal Frequency of Occurrence							
	Mean Rating (5-point scale)	Percentage of Respondents Per Response Category ^a							Mean Rating (5-point scale)	Percentage of Respondents Per Response Category ^a						
		1	2	3	4	5	N/A	NR		1	2	3	4	5	N/A	NR
Review of:																
Students' assignment logs	2.36	30	11	24	15	2	(19)	(0)	2.74	15	11	41	19	0	(15)	(0)
		36	14	30	18	2				17	13	48	22	0		
Punctuality at students' training stations	2.39	37	17	20	13	9	(4)	(0)	2.62	17	17	44	13	0	(7)	(0)
		39	17	21	14	10				18	18	48	16	0		
Meeting of job deadlines	1.96**	50	11	15	7	6	(11)	(0)	2.62**	17	13	41	15	0	(13)	(0)
		56	13	17	8	6				19	17	47	17	0		
Samples of students' work	2.29**	44	9	20	9	11	(6)	(0)	3.21**	7	11	39	32	7	(4)	(0)
		47	10	22	10	12				8	12	40	33	8		
Students' relationship with their employers	2.72	22	19	32	20	7	(0)	(0)	3.00	11	11	48	22	6	(2)	(0)
		22	19	32	20	7				11	11	49	23	6		
Quality of students' work at their training stations	2.39**	32	15	28	11	13	(2)	(0)	3.32**	4	15	41	24	15	(2)	(0)
		32	15	28	11	13				4	15	42	25	15		
Attendance at the training station	2.62	30	15	26	19	9	(0)	(2)	2.87	15	15	46	13	9	(2)	(0)
		30	15	26	19	9				15	15	47	13	9		
Students' career (job) goals	2.70**	17	20	43	13	6	(2)	(0)	3.25**	4	4	37	28	4	(4)	(0)
		17	21	43	13	6				4	4	60	29	4		
Students' efforts at their training stations (How hard they try)	3.09	11	19	33	24	13	(0)	(0)	3.40	2	11	46	24	15	(2)	(0)
		11	19	33	24	13				2	11	47	25	15		
Amount of work accomplished by students at their training stations	2.84**	13	22	32	22	6	(6)	(0)	3.36**	2	7	46	30	7	(6)	(2)
		14	24	33	24	6				2	8	50	32	8		
Students' relationship with other employees	2.47**	28	22	26	19	4	(2)	(0)	3.10**	6	9	54	22	4	(6)	(0)
		28	23	26	19	4				6	10	57	24	4		
Dress at the training station	1.96	43	15	15	9	2	(17)	(0)	2.29	28	13	28	6	4	(22)	(0)
		51	18	18	11	2				36	17	36	7	5		
Relationship between students' school work and training station activities	2.33**	35	13	32	15	2	(4)	(0)	3.04**	9	13	48	17	9	(4)	(0)
		37	14	33	15	2				10	14	50	17	10		
Problems students have encountered at their training stations	2.62**	22	17	39	17	4	(2)	(0)	3.30**	4	7	56	22	11	(0)	(0)
		23	17	40	17	4				4	7	56	22	11		
Proper use of equipment at students' training stations	2.19*	41	17	24	9	6	(4)	(0)	2.69*	17	22	26	20	4	(11)	(0)
		42	17	25	10	6				19	25	29	23	4		
Evaluation of students' general progress	3.11	9	15	33	37	4	(2)	(0)	3.43	4	6	48	28	15	(2)	(0)
		9	15	34	38	4				4	6	47	28	15		

- ^a 1 = Never
2 = Rarely
3 = Sometimes
4 = Frequently
5 = Very frequently
N/A = Does not apply
NR = No response

^b Percentages in bold type represent percentage of respondents per response categories 1 - 3 only.

^c Difference between means produced through the performance of t-tests for correlated samples was <.05 for these items.

* Statistically significant difference between actual and ideal frequency of occurrence $p < .05$

** Statistically significant difference between actual and ideal frequency of occurrence $p < .01$

TABLE V.77

NUMBER AND PERCENTAGE OF COLLEGIATE TECHNICAL EDUCATION TEACHERS AND STUDENTS REPORTING MINIMUM
ACCEPTABLE FREQUENCY LEVELS FOR DIFFERENT SUPERVISORY ACTIVITIES

Supervisory Activities	Minimum Acceptable Frequency	Total Number of Teachers Providing Valid Response	Percentage of Teachers Reporting Minimum or Greater	Total Number of Students Providing Valid Responses	Percentage of Students Reporting Minimum or Greater
<u>Review of:</u>					
Students' assignment logs	Frequently	5	40	44	20
Quality of students' work at their training stations	Frequently	5	40	53	24
Students' career (job) goals	Sometimes	5	80	53	62
Relationship between students' school work and training station activities	Very frequently	5	0	52	2
Evaluation of students' general progress	Frequently	5	100	53	42

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With regard to perceived helpfulness of the different supervisory activities, results in Tables V.78 and V.79 indicate that all review activities, with one exception, were **perceived to be** at least somewhat helpful by the majority of collegiate technical education teachers and students; the exception was review of **dress** at the training station. Fifty per cent of teachers perceived review **of dress** to be of no help; 60 per cent of students perceived review of dress to **be** of no help or not applicable to their situations. A rank ordering of review activities on the basis of mean ratings reveals that review of the following was perceived as most helpful by technical education teachers:

- a) students' relationship with their employers (mean rating = 2.83)
- b) attendance at the training station (mean rating = 2.67)
- c) problems students have encountered at their training stations
(mean rating = 2.67)
- d) evaluation **of students'** general progress (mean rating = 2.67)

A rank ordering of **student** data regarding perceived helpfulness of the different supervisory activities indicates that review of the following three topics was **perceived as most helpful** by technical education students:

- a) career (job) **goals** (mean rating = 2.54)
- b) evaluation of **their** general progress (mean rating = 2.46)
- c) quality of their work at their training stations (mean rating = 2.34)

Collegiate Academic Program

Table V.80 summarizes collegiate academic teachers' perceptions of the actual frequency of occurrence of the 16 different supervisory activities. All topics were **perceived to** have been reviewed at least "sometimes" by the majority of teachers. The topic reviewed most frequently by collegiate

TABLE V.7
COLLEGIATE TECHNICAL EDUCATION TEACHERS' PERCEPTIONS
OF THE HELPFULNESS OF DIFFERENT SUPERVISORY ACTIVITIES
(N=6)

Supervisory Activities	Mean Rating (3-point scale)	Perceived Helpfulness					
		Frequency (f) and Percentage (%) of Respondents Per Response Category ^a					
		1	2	3	N/A	NR	
Review of:							
Students' assignment logs	2.33	f 0 % 0 % 0	4 67 67	2 33 33	(0) (0) (0)	(0) (0) (0)	
Punctuality at students' training stations	2.50	f 0 % 0 % 0	3 50 50	3 50 50	(0) (0) (0)	(0) (0) (0)	
Meeting of job deadlines	2.00	f 2 % 33 % 33	2 33 33	2 33 33	(0) (0) (0)	(0) (0) (0)	
Samples of students' work	1.83	f 1 % 17 % 17	5 83 83	0 0 0	(0) (0) (0)	(0) (0) (0)	
Students' relationship with their employers	2.83	f 0 % 0 % 0	1 17 17	5 83 83	(0) (0) (0)	(0) (0) (0)	
Quality of students' work at their training stations	2.33	f 1 % 17 % 17	2 33 33	3 50 50	(0) (0) (0)	(0) (0) (0)	
Attendance at the training station	2.67	f 0 % 0 % 0	2 33 33	4 67 67	(0) (0) (0)	(0) (0) (0)	
Students' career (job) goals	2.33	f 0 % 0 % 0	4 67 67	2 33 33	(0) (0) (0)	(0) (0) (0)	
Students' efforts at their training stations (How hard they try)	2.33	f 0 % 0 % 0	4 67 67	2 33 33	(0) (0) (0)	(0) (0) (0)	
Amount of work accomplished by students at their training stations	1.83	f 1 % 17 % 17	5 83 83	0 0 0	(0) (0) (0)	(0) (0) (0)	
Students' relationship with other employees	2.33	f 0 % 0 % 0	4 67 67	2 33 33	(0) (0) (0)	(0) (0) (0)	
Dress at the training station	1.50	f 3 % 50 % 50	3 50 50	0 0 0	(0) (0) (0)	(0) (0) (0)	
Relationship between students' school work and training station activities	2.17	f 0 % 0 % 0	5 83 83	1 17 17	(0) (0) (0)	(0) (0) (0)	
Problems students have encountered at their training stations	2.67	f 0 % 0 % 0	2 33 33	4 67 67	(0) (0) (0)	(0) (0) (0)	
Proper use of equipment at students' training stations	1.83	f 1 % 17 % 17	5 83 83	0 0 0	(0) (0) (0)	(0) (0) (0)	
Evaluation of students' general progress	2.67	f 0 % 0 % 0	2 33 33	4 67 67	(0) (0) (0)	(0) (0) (0)	

^a 1 = Of no help
2 = Somewhat helpful
3 = Very helpful
N/A = Does not apply
NR = No response

^b Percentages in bold type represent
percentage of respondents per
response categories 1-3 only.

TABLE V.79

COLLEGIATE TECHNICAL EDUCATION STUDENTS' PERCEPTIONS
OF THE HELPFULNESS OF DIFFERENT SUPERVISORY ACTIVITIES
(N=54)

Supervisory Activities	Mean Rating (3-point scale)	Perceived Helpfulness				
		Percentage of Respondents Per Response Category ^a				
		1	2	3	N/A	NR
Review of: Students' assignment logs	1.92	22 26^b	50 57	15 17	(13)	(0)
Punctuality at students' training stations	1.92	24 27	48 54	17 19	(11)	(0)
Meeting of job deadlines	1.98	26 30	37 43	24 28	(13)	(0)
Samples of students' work	2.14	17 18	44 49	30 33	(9)	(0)
Students' relationship with their employers	2.24	9 9	57 57	33 33	(0)	(0)
Quality of students' work at their training stations	2.34	9 9	46 47	43 43	(2)	(0)
Attendance at the training station	2.06	26 26	41 42	32 32	(2)	(0)
Students' career (job) goals	2.54	6 6	32 34	56 60	(6)	(2)
Students' efforts at their training stations (How hard they try)	2.28	7 8	54 57	33 35	(6)	(0)
Amount of work accomplished by students at their training stations	2.16	13 14	54 57	28 29	(4)	(2)
Students' relationship with other employees	2.12	17 17	52 54	28 29	(4)	(0)
Dress at the training station	1.58	43 51	33 40	7 9	(17)	(0)
Relationship between students' school work and training station activities	2.11	17 17	54 55	28 28	(2)	(0)
Problems students have encountered at their training stations	2.25	9 9	56 57	33 34	(2)	(0)
Proper use of equipment at students' training stations	2.02	30 33	30 33	32 35	(9)	(0)
Evaluation of students' general progress	2.46	6 6	41 42	50 52	(2)	(2)

^a 1 = Of no help
2 = Somewhat helpful
3 = Very helpful
N/A = Does not apply
NR = No response

^b Percentages in bold type represent percentage
of respondents per response categories 1-3 only.

TABLE V.80
COLLEGIATE ACADEMIC TEACHERS' PERCEPTIONS
OF ACTUAL FREQUENCY OF OCCURRENCE OF DIFFERENT SUPERVISORY ACTIVITIES
(N=7)

Supervisory Activities	Mean Rating (5-point scale)	Actual Frequency of Occurrence						
		Frequency (f) and Percentage (%) of Respondents Per Response Category ^a						NR
		1	2	3	4	5	N/A	
Review of:								
Students' assignment logs	3.67	f 0 % 0 % 0	0 0 0	2 29 33	4 57 67	0 0 0	(1) (14)	(0) (0)
Punctuality at students' training stations	3.83	f 0 % 0 % 0	1 14 17	1 14 17	2 29 33	2 29 33	(1) (14)	(0) (0)
Meeting of job deadlines	3.60	f 0 % 0 % 0	1 14 20	0 0 0	4 57 80	0 0 0	(2) (29)	(0) (0)
Samples of students' work	3.20	f 0 % 0 % 0	1 14 20	2 29 40	2 29 40	0 0 0	(2) (29)	(0) (0)
Students' relationship with their employers	3.86	f 0 % 0 % 0	0 0 0	1 14 14	6 86 86	0 0 0	(0) (0)	(0) (0)
Quality of students' work at their training stations	3.86	f 0 % 0 % 0	0 0 0	2 29 29	4 57 57	1 14 14	(0) (0)	(0) (0)
Attendance at the training station	4.17	f 0 % 0 % 0	0 0 0	0 0 0	5 71 83	1 14 17	(0) (0)	(1) (14)
Students' career (job) goals	2.86	f 1 % 14 % 14	2 29 29	2 29 29	1 14 14	1 14 14	(0) (0)	(0) (0)
Students' efforts at their training stations (How hard they try)	3.86	f 0 % 0 % 0	0 0 0	3 43 43	2 29 29	2 29 29	(0) (0)	(0) (0)
Amount of work accomplished by students at their training stations	3.57	f 0 % 0 % 0	0 0 0	3 43 43	4 57 57	0 0 0	(0) (0)	(0) (0)
Students' relationship with other employees	3.14	f 0 % 0 % 0	2 29 29	2 29 29	3 43 43	0 0 0	(0) (0)	(0) (0)
Dress at the training station	2.71	f 1 % 14 % 14	2 29 29	2 29 29	2 29 29	0 0 0	(0) (0)	(0) (0)
Relationship between students' school work and training station activities	3.00	f 0 % 0 % 0	2 29 29	3 43 43	2 29 29	0 0 0	(0) (0)	(0) (0)
Problems students have encountered at their training stations	3.33	f 0 % 0 % 0	0 0 0	4 57 67	2 29 33	0 0 0	(0) (0)	(1) (14)
Proper use of equipment at students' training stations	2.33	f 2 % 29 % 33	1 14 17	2 29 33	1 14 17	0 0 0	(1) (14)	(0) (0)
Evaluation of students' general progress	3.86	f 0 % 0 % 0	0 0 0	2 29 29	4 57 57	1 14 14	(0) (0)	(0) (0)

^a 1 = Never 4 = Frequently
2 = Rarely 5 = Very frequently
3 = Sometimes N/A = Does not apply
NR = No response

^b Percentages in bold type
represent percentage of
respondents per response
categories 1-5 only.

academic teachers was attendance at the training station (85 per cent of teachers reported reviewing attendance "frequently" or "very frequently").

Table V.81 summarizes collegiate academic students' perceptions of actual and ideal frequency of occurrence of the 16 different supervisory activities. No significant differences were observed between actual and ideal frequency of occurrence of any of the different supervisory activities for this group of students. However, these results must be interpreted cautiously for two reasons. First, in examining actual frequency of occurrence data in Table V.81, it may be noted that for 14 out of the 16 supervisory activities, at least 30 per cent of collegiate academic students either indicated that the item did not apply or failed to respond. In fact, with regard to meeting of job deadlines, 70 per cent of students indicated that this item did not apply and 10 per cent failed to respond. Second, the relatively small number of collegiate academic students (N=20), when further reduced with regard to valid responses (categories 1-5), limits the power of statistical comparisons.

For the above mentioned reasons, no conclusions are drawn about actual versus ideal frequency of occurrence of the different supervisory activities nor about the extent to which minimum acceptable frequency of occurrence has been achieved for academic students. Rather, the finding that most supervisory activities were perceived to be inapplicable by 25 per cent or more of the students is highlighted for consideration.

With regard to perceived helpfulness, results in Table V.82 suggest that all activities were perceived to be at least somewhat helpful by the majority of collegiate academic teachers. The only "borderline" topic was proper use of equipment at students' training stations which was perceived to

TABLE V.81
COLLEGIATE ACADEMIC STUDENTS' PERCEPTIONS OF ACTUAL AND IDEAL FREQUENCY OF
OCCURRENCE OF DIFFERENT SUPERVISORY ACTIVITIES
(N=20)

Supervisory Activities	Actual Frequency of Occurrence								Ideal Frequency of Occurrence							
	Mean Rating (5 point scale)	Percentage of Respondents Per Response Category ^a							Mean Rating (5 point scale)	Percentage of Respondents Per Response Category ^a						
		1	2	3	4	5	N/A	NR		1	2	3	4	5	N/A	NR
Review of:																
Students' assignment logs	2.85	15	5	30	5	10	(30)	(5)	3.23	0	10	40	5	10	(30)	(5)
		23	8	46	8	15				0	15	62	8	15		
Punctuality at students' training stations	2.79	15	10	25	15	5	(25)	(5)	3.07	10	20	15	15	15	(20)	(5)
		21	14	36	21	7				13	27	20	20	20		
Mentoring of job deadlines	2.50	5	5	5	5	0	(70)	(10)	3.14	5	5	10	10	5	(60)	(5)
		25	25	25	25					14	14	29	29	14		
Samples of students' work	3.20	5	0	30	10	5	(45)	(5)	3.64	0	5	20	20	10	(40)	(5)
		10	0	60	20	10				0	9	36	36	18		
Students' relationship with their employers	2.92	15	0	35	5	10	(30)	(5)	3.64	0	10	25	15	20	(25)	(5)
		23	0	54	8	15				0	14	36	21	29		
Quality of students' work at their training stations	3.73	0	5	15	25	10	(35)	(10)	3.86	0	0	35	10	25	(25)	(5)
		0	9	27	46	18				0	0	50	14	36		
Attendance at the training station	3.29	15	5	10	25	15	(25)	(5)	3.19	10	15	20	20	15	(15)	(5)
		21	7	14	36	21				13	19	25	25	19		
Students' career (job) goals	2.36	15	25	20	10	0	(20)	(10)	2.92	0	20	35	5	5	(30)	(5)
		21	36	29	14	0				0	31	54	8	8		
Students' efforts at their training stations (How hard they try)	3.64	0	10	25	15	20	(25)	(5)	3.63	0	5	40	15	20	(15)	(5)
		0	14	36	21	29				0	6	50	19	25		
Amount of work accomplished by students at their training stations	3.62	5	0	30	10	20	(30)	(5)	3.71	0	5	25	25	15	(25)	(5)
		8	0	46	15	31				0	7	36	36	21		
Students' relationship with other employees	2.92	10	0	45	5	5	(30)	(5)	3.31	0	10	30	20	5	(30)	(5)
		15	0	69	8	8				0	15	46	31	8		
Dress at the training station	2.21	20	25	15	10	0	(25)	(5)	2.67	10	15	20	15	0	(35)	(5)
		29	36	21	14	0				17	25	33	25	0		
Relationship between students' work and training station activities	2.62	20	15	10	10	10	(30)	(5)	3.07	5	10	35	15	5	(25)	(5)
		31	23	15	15	15				7	14	50	21	7		
Problems students have encountered at their training stations	3.06	10	5	50	10	10	(10)	(5)	3.50	0	10	40	10	20	(15)	(5)
		12	6	59	12	12				0	13	50	13	25		
Proper use of equipment at students' training stations	2.22	20	10	5	5	5	(50)	(5)	3.25	5	10	10	0	15	(55)	(5)
		44	22	11	11	11				13	25	25	0	36		
Evaluation of students' general progress	3.88	0	5	25	30	25	(10)	(5)	4.00	0	0	30	25	30	(10)	(5)
		0	6	29	35	29				0	0	35	29	35		

^a 1 = Never

2 = Rarely

3 = Sometimes

4 = Frequently

5 = Very frequently

N/A = Does not apply

NR = No response

^b Percentages in bold type represent percentage of respondents per response categories 1 - 5 only.

* Statistically significant difference between actual and ideal frequency of occurrence $p < .05$

** Statistically significant difference between actual and ideal frequency of occurrence $p < .01$

TABLE V.82
COLLEGIATE ACADEMIC TEACHERS' PERCEPTIONS
OF THE HELPFULNESS OF DIFFERENT SUPERVISORY ACTIVITIES
(N=7)

Supervisory Activities	Mean Rating (3-point scale)	Perceived Helpfulness					
		Frequency (f) and Percentage (%) of Respondents Per Response Category ^a					
		1	2	3	N/A	NR	
Review of:							
Students' assignment logs	2.50	f 0 % 0 %^b 0	3 43 50	3 43 50	(1) (14)	(0) (0)	
Punctuality at students' training stations	2.71	f 0 % 0 % 0	2 29 29	5 71 71	(0) (0)	(0) (0)	
Meeting of job deadlines	2.80	f 0 % 0 % 0	1 14 20	4 57 80	(2) (29)	(0) (0)	
Samples of students' work	2.40	f 1 % 14 % 20	1 14 20	3 43 60	(1) (14)	(1) (14)	
Students' relationship with their employers	3.00	f 0 % 0 % 0	0 0 0	7 100 100	(0) (0)	(0) (0)	
Quality of students' work at their training stations	3.00	f 0 % 0 % 0	0 0 0	7 100 100	(0) (0)	(0) (0)	
Attendance at the training station	2.86	f 0 % 0 % 0	1 14 14	6 86 86	(0) (0)	(0) (0)	
Students' career (job) goals	2.29	f 1 % 14 % 14	3 43 43	3 43 43	(0) (0)	(0) (0)	
Students' efforts at their training stations (How hard they try)	2.71	f 0 % 0 % 0	2 29 29	5 71 71	(0) (0)	(0) (0)	
Amount of work accomplished by students at their training stations	2.33	f 0 % 0 % 0	4 57 67	2 29 33	(1) (14)	(0) (0)	
Students' relationship with other employees	2.43	f 0 % 0 % 0	4 57 57	3 43 43	(0) (0)	(0) (0)	
Dress at the training station	2.43	f 0 % 0 % 0	4 57 57	3 43 43	(0) (0)	(0) (0)	
Relationship between students' school work and training station activities	2.29	f 0 % 0 % 0	5 71 71	2 29 29	(0) (0)	(0) (0)	
Problems students have encountered at their training stations	2.71	f 0 % 0 % 0	2 29 29	5 71 71	(0) (0)	(0) (0)	
Proper use of equipment at students' training stations	1.83	f 2 % 29 % 33	3 43 50	1 14 17	(1) (14)	(0) (0)	
Evaluation of students' general progress	2.86	f 0 % 0 % 0	1 14 14	6 86 86	(0) (0)	(0) (0)	

^a 1 = Of no help
2 = Somewhat helpful
3 = Very helpful
N/A = Does not apply
NR = No response

^b Percentages in bold type
represent percentage of
respondents per response
categories 1-3 only.

be "of no help" by 29 per cent (N=2) of this group of teachers. A rank ordering of supervisory activities on the basis of mean ratings indicates that the review of the following was perceived as most helpful by collegiate academic teachers:

- a) students' relationship with their employers (mean rating = 3.00)
- b) quality of students' work at their training stations
(mean rating = 3.00)
- c) attendance at the training station (mean rating = 2.86)
- d) evaluation of students' general progress (mean rating = 2.86)

When asked about helpfulness, 20 per cent or more of collegiate academic students (see Table V.83) indicated that 15 of the 16 topics did not apply. The one supervisory activity which the overwhelming majority (70%) of students perceived to be very helpful was evaluation of general progress.

Collegiate Re-entry Program

Table V.84 summarizes collegiate re-entry teachers' perceptions of the actual frequency of occurrence of the 16 supervisory activities under examination. It can be seen that most topics were perceived to have been reviewed "frequently" or "very frequently" by the majority of re-entry teachers. The most notable exception was review of career goals which most teachers (67%) reported reviewing "sometimes". The three topics reviewed most frequently by this group of teachers were punctuality, students' relationship with their employers, and attendance (more than 80 per cent of re-entry teachers reviewed these topics "very frequently").

TABLE V.83
COLLEGIATE ACADEMIC STUDENTS' PERCEPTIONS
OF THE HELPFULNESS OF DIFFERENT SUPERVISORY ACTIVITIES
(N=20)

Supervisory Activities	Mean Rating (3-point scale)	Perceived Helpfulness				
		Percentage of Respondents Per Response Category ^d				
		1	2	3	N/A	NR
Review of: Students' assignment logs	2.08	15 25^b	25 42	20 33	(35)	(5)
Punctuality at students' training stations	1.93	25 35	30 40	20 27	(20)	(5)
Meeting of job deadlines	1.88	15 38	15 38	10 25	(55)	(5)
Samples of students' work	2.33	10 17	20 33	30 50	(35)	(5)
Students' relationship with their employers	2.08	10 15	40 62	15 23	(30)	(5)
Quality of students' work at their training stations	2.54	5 8	20 31	40 62	(30)	(5)
Attendance at the training station	2.40	10 13	25 33	40 53	(20)	(5)
Students' career (job) goals	2.33	15 25	10 17	35 58	(35)	(5)
Students' efforts at their training stations (How hard they try)	2.71	5 7	10 14	55 79	(25)	(5)
Amount of work accomplished by students at their training stations	2.54	5 8	20 31	40 62	(30)	(5)
Students' relationship with other employees	2.15	10 15	35 54	20 31	(30)	(5)
Dress at the training station	1.62	30 46	30 46	5 8	(5)	(5)
Relationship between students' work and training station activities	2.23	10 15	30 46	25 39	(30)	(5)
Problems students have encountered at their training stations	2.40	0 0	45 60	30 40	(20)	(5)
Proper use of equipment at students' training stations	2.25	10 25	10 25	20 50	(55)	(5)
Evaluation of students' general progress	2.88	0 0	10 13	70 88	(15)	(5)

^a 1 = Of no help
2 = Somewhat helpful
3 = Very helpful
N/A = Does not apply
NR = No response

^b Percentages in bold type represent percentage
of respondents per response categories 1-3 only.

TABLE V. 84
COLLEGIATE RE-ENTRY TEACHERS' PERCEPTIONS
OF ACTUAL FREQUENCY OF OCCURRENCE OF DIFFERENT SUPERVISORY ACTIVITIES
(N=6)

Supervisory Activities	Actual Frequency of Occurrence							
	Mean Rating (5-point scale)	Frequency (f) and Percentage (%) of Respondents Per Response Category ^a						
		1	2	3	4	5	N/A	NR
Review of:								
Students' assignment logs	4.00	f 0 % 0 % 0	1 17 25	0 0 0	1 17 25	2 33 50	(2) (33)	(0) (0)
Punctuality at students' training stations	4.83	f 0 % 0 % 0	0 0 0	0 0 0	1 17 17	5 83 83	(0) (0)	(0) (0)
Meeting of job deadlines	4.40	f 0 % 0 % 0	0 0 0	0 0 0	3 50 60	2 33 40	(1) (17)	(0) (0)
Samples of students' work	4.17	f 0 % 0 % 0	0 0 0	2 33 33	1 17 17	3 50 50	(0) (0)	(0) (0)
Students' relationship with their employers	4.83	f 0 % 0 % 0	0 0 0	0 0 0	1 17 17	5 83 83	(0) (0)	(0) (0)
Quality of students' work at their training stations	4.67	f 0 % 0 % 0	0 0 0	0 0 0	2 33 33	4 67 67	(0) (0)	(0) (0)
Attendance at the training station	4.83	f 0 % 0 % 0	0 0 0	0 0 0	1 17 17	5 83 83	(0) (0)	(0) (0)
Students' career (job) goals	3.33	f 0 % 0 % 0	0 0 0	4 67 67	2 33 33	0 0 0	(0) (0)	(0) (0)
Students' efforts at their training stations (How hard they try)	4.67	f 0 % 0 % 0	0 0 0	0 0 0	2 33 33	4 67 67	(0) (0)	(0) (0)
Amount of work accomplished by students at their training stations	4.17	f 0 % 0 % 0	0 0 0	1 17 17	3 50 50	2 33 33	(0) (0)	(0) (0)
Students' relationship with other employees	4.50	f 0 % 0 % 0	0 0 0	0 0 0	3 50 50	3 50 50	(0) (0)	(0) (0)
Dress at the training station	3.33	f 0 % 0 % 0	1 17 17	2 33 33	3 50 50	0 0 0	(0) (0)	(0) (0)
Relationship between students' school work and training station activities	4.17	f 0 % 0 % 0	0 0 0	1 17 17	3 50 50	2 33 33	(0) (0)	(0) (0)
Problems students have encountered at their training stations	4.17	f 0 % 0 % 0	0 0 0	1 17 17	3 50 50	2 33 33	(0) (0)	(0) (0)
Proper use of equipment at students' training stations	3.67	f 0 % 0 % 0	0 0 0	3 50 50	2 33 33	1 17 17	(0) (0)	(0) (0)
Evaluation of students' general progress	4.67	f 0 % 0 % 0	0 0 0	0 0 0	2 33 33	4 67 67	(0) (0)	(0) (0)

^a 1 = Never
2 = Rarely
3 = Sometimes
4 = Frequently
5 = Very frequently
N/A = Does not apply
NR = No response

^b Percentages in bold type
represent percentage of
respondents per response
categories 1-5 only.

Table V.85 summarizes collegiate re-entry students' perceptions of actual and ideal frequency of occurrence of the 16 different supervisory activities. Significant differences between actual and ideal frequency of occurrence as reported by collegiate re-entry students were noted for two supervisory activities. Specifically, results suggest that re-entry students wanted more frequent review of the following by their teachers:

- a) amount of work accomplished at their training stations
- b) problems they have encountered at their training stations

In examining those items for which a minimum acceptable frequency of occurrence was established (see Table V.86), it can be seen that the large majority of teachers and students reported a minimum acceptable level of occurrence with regard to review of career goals. In contrast, only a small percentage of teachers and students reported the minimum acceptable frequency of occurrence established for review of the relationship between students' work and training station activities. With regard to the remaining three activities, a large disparity (30% or more) was noted between teacher and student reports. Most notably, it may be seen that, while all teachers reported a frequent review of the quality of students' work at the training station, only 35 per cent of students perceived review of this topic to have occurred "frequently". Similarly, a higher percentage of teachers, as opposed to students, perceived review of assignment logs and evaluation of general progress to have occurred "frequently".

With regard to the perceived helpfulness of the different supervisory activities, results in Tables V.87 and V.88 suggest that almost all review activities, except one, were perceived to be at least somewhat helpful by all

TABLE V.85
COLLEGIATE RE-ENTRY STUDENTS' PERCEPTIONS OF ACTUAL AND IDEAL FREQUENCY OF
OCCURRENCE OF DIFFERENT SUPERVISORY ACTIVITIES
(N=22)

Supervisory Activities	Actual Frequency of Occurrence								Ideal Frequency of Occurrence							
	Mean Rating (5-point scale)	Percentage of Respondents Per Response Category ^a							Mean Rating (5-point scale)	Percentage of Respondents Per Response Category ^a						
		1	2	3	4	5	N/A	NR		1	2	3	4	5	N/A	NR
Review of: Students' assignment logs	3.17	9	9	27	32	5	(9)	(9)	3.21	5	5	46	32	0	(5)	(9)
		11	11	33	39	6				5	5	53	37	0		
Punctuality at students' training stations	3.22	9	14	18	32	9	(9)	(9)	3.16	14	5	27	36	5	(5)	(9)
		11	17	22	39	11				16	5	32	42	5		
Meeting of job deadlines	3.44	5	5	18	46	0	(18)	(9)	3.22	9	9	23	36	5	(9)	(9)
		6	6	25	63	0				11	11	28	44	6		
Samples of students' work	3.65	5	5	14	46	9	(9)	(14)	3.55	5	5	23	55	5	(0)	(9)
		6	6	18	59	12				5	5	25	60	5		
Students' relationship with their employers	3.12	9	9	27	27	5	(14)	(9)	3.26	9	9	27	32	9	(5)	(9)
		12	12	35	35	6				11	11	32	37	11		
Quality of students' work at their training stations	3.00	9	14	27	23	5	(14)	(9)	3.74	5	0	18	55	9	(5)	(9)
		12	18	35	29	6				5	0	21	63	11		
Attendance at the training station	3.33	14	5	18	32	14	(9)	(9)	3.28	9	5	32	27	9	(9)	(9)
		17	6	22	39	17				11	6	38	33	11		
Students' career (job) goals	3.11	14	0	36	27	5	(9)	(9)	3.65	0	9	32	32	18	(0)	(9)
		17	0	44	33	6				0	10	35	35	20		
Students' efforts at their training stations (How hard they try)	3.22	14	5	23	32	9	(9)	(9)	3.79	0	0	27	50	9	(5)	(9)
		17	6	28	39	11				0	0	32	58	11		
Amount of work accomplished by students at their training stations	2.78*	23	9	14	36	0	(9)	(9)	3.74*	5	5	18	41	18	(5)	(9)
		28	11	17	44	0				5	5	21	47	21		
Students' relationship with other employees	3.00	18	5	23	32	5	(9)	(9)	3.58	5	0	32	41	9	(5)	(9)
		22	6	28	39	6				5	0	37	47	11		
Dress at the training station	2.39	27	14	23	18	0	(9)	(9)	2.75	5	23	32	14	0	(14)	(14)
		33	17	28	22	0				6	31	44	19	0		
Relationship between students' work and training station activities	3.11	5	14	36	23	5	(9)	(9)	3.60	0	9	27	46	9	(0)	(9)
		6	17	44	28	6				0	10	30	50	10		
Problems students have encountered at their training stations	3.17*	9	5	36	27	5	(5)	(14)	3.90*	0	5	23	36	23	(5)	(90)
		11	6	44	33	6				0	5	28	42	26		
Proper use of equipment at students' training stations	3.17	14	5	32	18	14	(9)	(9)	3.67	5	5	18	41	14	(9)	(9)
		17	6	39	22	17				6	6	22	50	17		
Evaluation of students' general progress	3.53	5	5	32	32	14	(5)	(9)	3.79	0	9	14	50	14	(5)	(9)
		5	5	37	37	16				0	11	16	58	16		

^a 1 = Never

2 = Rarely

3 = Sometimes

4 = Frequently

5 = Very frequently

N/A = Does not apply

NR = No response

^b Percentages in bold type represent percentage of respondents per response categories 1 - 5 only.

* Statistically significant difference between actual and ideal frequency of occurrence $p < .05$

** Statistically significant difference between actual and ideal frequency of occurrence $p < .01$

TABLE V.86

NUMBER AND PERCENTAGE OF COLLEGIATE RE-ENTRY TEACHERS AND STUDENTS REPORTING MINIMUM ACCEPTABLE
FREQUENCY LEVELS FOR DIFFERENT SUPERVISORY ACTIVITIES

Supervisory Activities	Minimum Acceptable Frequency	Total Number of Teachers Providing Valid Response	Percentage of Teachers Reporting Minimum or Greater	Total Number of Students Providing Valid Responses	Percentage of Students Reporting Minimum or Greater
<u>Review of:</u>					
Students' assignment logs	Frequently	4	75	18	45
Quality of students' work at their training stations	Frequently	6	100	17	35
Students' career (job) goals	Sometimes	6	100	18	83
Relationship between students' school work and training station activities	Very frequently	6	33	18	6
Evaluation of students' general progress	Frequently	6	100	19	53

TABLE V.87
COLLEGIATE RE-ENTRY TEACHERS' PERCEPTIONS
OF THE HELPFULNESS OF DIFFERENT SUPERVISORY ACTIVITIES
(N=6)

Supervisory Activities	Perceived Helpfulness					
	Mean Rating (3-point scale)	Frequency (f) and Percentage (%) of Respondents Per Response Category ^a				
		1	2	3	N/A	NR
Review of:						
Students' assignment logs	2.00	f 0 4 0 (2) (0) % 0 67 0 (33) (0) % 0 100 0				
Punctuality at students' training stations	2.83	f 0 1 5 (0) (0) % 0 17 83 (0) (0) % 0 17 83				
Meeting of job deadlines	3.00	f 0 0 5 (1) (0) % 0 0 83 (17) (0) % 0 0 100				
Samples of students' work	2.50	f 0 3 3 (0) (0) % 0 50 50 (0) (0) % 0 50 50				
Students' relationship with their employers	2.83	f 0 1 5 (0) (0) % 0 17 83 (0) (0) % 0 17 83				
Quality of students' work at their training stations	2.67	f 0 2 4 (0) (0) % 0 33 67 (0) (0) % 0 33 67				
Attendance at the training station	3.00	f 0 0 6 (0) (0) % 0 0 100 (0) (0) % 0 0 100				
Students' career (job) goals	2.50	f 0 3 3 (0) (0) % 0 50 50 (0) (0) % 0 50 50				
Students' efforts at their training stations (How hard they try)	3.00	f 0 0 6 (0) (0) % 0 0 100 (0) (0) % 0 0 100				
Amount of work accomplished by students at their training stations	2.50	f 0 3 3 (0) (0) % 0 50 50 (0) (0) % 0 50 50				
Students' relationship with other employees	2.50	f 0 3 3 (0) (0) % 0 50 50 (0) (0) % 0 50 50				
Dress at the training station	2.33	f 0 4 2 (0) (0) % 0 67 33 (0) (0) % 0 67 33				
Relationship between students' school work and training station activities	2.67	f 0 2 4 (0) (0) % 0 33 67 (0) (0) % 0 33 67				
Problems students have encountered at their training stations	2.83	f 0 1 5 (0) (0) % 0 17 83 (0) (0) % 0 17 83				
Proper use of equipment at students' training stations	2.67	f 0 2 4 (0) (0) % 0 33 67 (0) (0) % 0 33 67				
Evaluation of students' general progress	3.00	f 0 0 6 (0) (0) % 0 0 100 (0) (0) % 0 0 100				

^a 1 = Of no help
2 = Somewhat helpful
3 = Very helpful
N/A = Does not apply
NR = No response

^b Percentages in bold type represent
percentage of respondents per
response categories 1-3 only.

TABLE V.88
COLLEGIATE RE-ENTRY STUDENTS' PERCEPTIONS
OF THE HELPFULNESS OF DIFFERENT SUPERVISORY ACTIVITIES
(N=22)

Supervisory Activities	Perceived Helpfulness					
	Mean Rating (3-point scale)	Percentage of Respondents Per Response Category ^a				
		1	2	3	N/A	NR
Review of: Students' assignment logs	2.50	0 0^b	41 50	41 50	(9)	(9)
Punctuality at students' training stations	2.39	9 11	32 39	41 50	(9)	(9)
Meeting of job deadlines	2.33	18 22	18 22	46 56	(9)	(9)
Samples of students' work	2.58	0 0	36 42	50 58	(5)	(9)
Students' relationship with their employers	2.37	18 21	18 21	50 58	(5)	(9)
Quality of students' work at their training stations	2.53	9 11	23 26	55 63	(5)	(9)
Attendance at the training station	2.22	18 22	27 33	36 44	(9)	(9)
Students' career (job) goals	2.72	0 0	23 28	59 72	(5)	(14)
Students' efforts at their training stations (How hard they try)	2.58	14 16	9 11	64 74	(5)	(9)
Amount of work accomplished by students at their training stations	2.44	9 11	27 33	46 56	(9)	(9)
Students' relationship with other employees	2.42	14 16	23 26	50 58	(5)	(9)
Dress at the training station	2.17	23 29	23 29	32 41	(14)	(9)
Relationship between students' work and training station activities	2.26	9 11	46 53	32 37	(5)	(9)
Problems students have encountered at their training station	2.56	5 6	27 33	50 61	(9)	(9)
Proper use of equipment at students' training stations	2.44	5 6	36 44	41 50	(9)	(9)
Evaluation of students' general progress	2.53	9 11	23 26	55 63	(5)	(9)

^a 1 = Of no help
2 = Somewhat helpful
3 = Very helpful
N/A = Does not apply
NR = No response

^bPercentages in bold type represent percentage
of respondents per response categories 1-3 only.

teachers and the large majority of re-entry students. The only activity which was not perceived as being at least somewhat helpful by the large majority of students was review of dress at the training station. Thirty-seven per cent of students perceived this activity to be of no help or not applicable to their situations.

A rank ordering of review activities on the basis of mean ratings indicates that review of the following was perceived as most helpful by re-entry teachers:

- a) meeting of job deadlines (mean rating = 3.00)
- b) attendance at the training station (mean rating = 3.00)
- c) students' efforts at their training stations (mean rating = 3.00)
- d) evaluation of students' general progress (mean rating = 3.00)

A rank ordering of student data regarding perceived helpfulness reveals that review of the following was perceived as most helpful by re-entry students:

- a) career (job) goals (mean rating = 2.72)
- b) samples of their work (mean rating = 2.58)
- c) their efforts at their training stations (mean rating = 2.58)

Collegiate Community Involvement Program

Table V.89 summarizes collegiate community involvement teachers' perceptions of the actual frequency of occurrence of the 16 supervisory activities under examination. All topics were reported to have been reviewed at least "sometimes" by the majority of community involvement teachers. Topics reviewed most frequently were students' relationships with their

TABLE V.89

COLLEGIATE COMMUNITY INVOLVEMENT TEACHERS' PERCEPTIONS OF
ACTUAL FREQUENCY OF OCCURRENCE OF DIFFERENT SUPERVISORY ACTIVITIES
(N=7)

Supervisory Activities	Actual Frequency of Occurrence							
	Mean Rating (5-point scale)	Frequency (f) and Percentage (%) of Respondents Per Response Category ^a						NR
		1	2	3	4	5	N/A	
Review of:								
Students' assignment logs	3.71	f 0 % 0 % 0	0 0 0	3 43 43	3 43 43	1 14 14	(0) (0)	(0) (0)
Punctuality at students' training stations	4.00	f 0 % 0 % 0	0 0 0	2 29 29	3 43 43	2 29 29	(0) (0)	(0) (0)
Meeting of job deadlines	4.00	f 0 % 0 % 0	0 0 0	1 14 14	5 71 71	1 14 14	(0) (0)	(0) (0)
Samples of students' work	4.17	f 0 % 0 % 0	0 0 0	0 0 0	5 71 83	1 14 17	(1) (14)	(0) (0)
Students' relationship with their employers	4.43	f 0 % 0 % 0	0 0 0	0 0 0	4 57 57	3 43 43	(0) (0)	(0) (0)
Quality of students' work at their training stations	4.29	f 0 % 0 % 0	0 0 0	1 14 14	3 43 43	3 43 43	(0) (0)	(0) (0)
Attendance at the training station	4.14	f 0 % 0 % 0	0 0 0	2 29 29	2 29 29	3 43 43	(0) (0)	(0) (0)
Students' career (job) goals	3.29	f 0 % 0 % 0	1 14 14	3 43 43	3 43 43	0 0 0	(0) (0)	(0) (0)
Students' efforts at their training stations (How hard they try)	4.29	f 0 % 0 % 0	0 0 0	1 14 14	3 43 43	3 43 43	(0) (0)	(0) (0)
Amount of work accomplished by students at their training stations	3.86	f 0 % 0 % 0	0 0 0	4 57 57	0 0 0	3 43 43	(0) (0)	(0) (0)
Students' relationship with other employees	3.71	f 0 % 0 % 0	0 0 0	4 57 57	1 14 14	2 29 29	(0) (0)	(0) (0)
Dress at the training station	3.00	f 0 % 0 % 0	1 14 14	5 71 71	1 14 14	0 0 0	(0) (0)	(0) (0)
Relationship between students' school work and training station activities	3.43	f 0 % 0 % 0	0 0 0	4 57 57	3 43 43	0 0 0	(0) (0)	(0) (0)
Problems students have encountered at their training stations	4.43	f 0 % 0 % 0	0 0 0	0 0 0	4 57 57	3 43 43	(0) (0)	(0) (0)
Proper use of equipment at students' training stations	3.20	f 0 % 0 % 0	1 14 20	3 43 60	0 0 0	1 14 20	(2) (29)	(0) (0)
Evaluation of students' general progress	4.29	f 0 % 0 % 0	0 0 0	0 0 0	5 71 71	2 29 29	(0) (0)	(0) (0)

^a 1 = Never
2 = Rarely
3 = Sometimes
4 = Frequently
5 = Very frequently
N/A = Does not apply
NR = No response

^b Percentages in bold type
represent percentage of
respondents per response
categories 1-5 only.

employers, problems students have encountered at their training stations, and evaluation of students' general progress. These three topics were reviewed "frequently" or "very frequently" by all community involvement teachers.

Table V.90 summarizes collegiate community involvement students' perceptions of actual and ideal frequency of occurrence of the 16 supervisory activities. Significant differences between actual and ideal frequency of occurrence as reported by collegiate community involvement students were noted for five supervisory activities. Specifically, results suggest that students wanted more frequent review of the following by their teachers:

- a) samples of their work
- b) their career (job) goals
- c) their efforts at their training stations (how hard they try)
- d) amount of work accomplished at their training stations
- e) relationship between their school work and training station activities

In examining those items for which a minimum acceptable frequency of occurrence was established, it can be seen in Table V.91 that the large majority of teachers and students reported that career goals were reviewed at the minimum acceptable frequency level. Approximately half of the community involvement teachers and students who perceived the activity to be applicable reported that review of students' assignment logs occurred "frequently". However, whereas the large majority of teachers perceived review of quality of work and evaluation of general progress to be occurring "frequently", only half or close to half of the students perceived these review activities to

TABLE V.90

COLLEGIATE COMMUNITY INVOLVEMENT STUDENTS' PERCEPTIONS OF ACTUAL AND IDEAL FREQUENCY OF OCCURRENCE OF DIFFERENT SUPERVISORY ACTIVITIES
(N=74)

Supervisory Activities	Actual Frequency of Occurrence							Ideal Frequency of Occurrence						
	Mean Rating (5-point scale)	Percentage of Respondents Per Response Category ^a						Mean Rating (5-point scale)	Percentage of Respondents Per Response Category ^a					
		1	2	3	4	5	N/A NR		1	2	3	4	5	N/A NR
Review of: Students' assignment logs	3.31	10	3	30	27	10	(19) (3)	3.27	3	7	49	22	7	(12) (1)
		12	3	30	35	12			3	8	56	25	8	
Punctuality at students' training stations	2.43*	26	23	19	16	4	(11) (1)	2.79*	18	12	37	20	4	(8) (1)
		29	26	22	19	5			19	13	40	22	5	
Meeting of job deadlines	2.77	20	8	28	22	4	(15) (3)	3.16	10	10	32	26	8	(14) (1)
		25	10	34	26	5			11	11	30	30	10	
Samples of students' work	2.78*	19	14	24	24	4	(14) (1)	3.54*	1	8	59	30	16	(4) (1)
		22	16	29	29	5			1	9	41	31	17	
Students' relationship with their employers	3.03	11	18	34	15	14	(7) (3)	3.39	7	10	35	28	16	(3) (1)
		12	19	37	16	15			7	10	37	30	17	
Quality of students' work at their training stations	3.26	8	12	34	26	14	(5) (1)	3.52	4	12	30	30	20	(3) (1)
		9	13	36	28	15			4	13	31	31	21	
Attendance at the training station	3.32	15	10	26	24	23	(3) (0)	3.07	8	12	47	19	8	(4) (1)
		15	10	26	25	24			9	13	50	20	9	
Students' career (job) goals	2.82**	14	20	39	19	5	(3) (0)	3.65**	4	4	34	34	20	(3) (1)
		14	21	40	19	6			4	4	35	35	21	
Students' efforts at their training stations (How hard they try)	3.10**	8	19	35	20	12	(3) (3)	3.65**	4	5	38	22	27	(3) (1)
		9	20	37	21	13			4	6	39	23	28	
Amount of work accomplished by students at their training stations	3.03**	11	12	39	23	7	(7) (1)	3.54**	4	10	32	28	20	(4) (1)
		12	13	43	25	7			4	10	34	30	21	
Students' relationship with other employees	2.91*	15	10	39	18	7	(10) (3)	3.30*	7	12	39	16	19	(5) (1)
		17	11	45	20	8			7	13	42	17	20	
Dress at the training station	2.13	34	19	14	14	1	(18) (1)	2.66	19	16	26	11	8	(19) (1)
		42	23	17	17	2			24	20	32	14	10	
Relationship between students' work and training station activities	2.69**	15	26	31	14	7	(8) (0)	3.30**	4	12	42	27	11	(3) (1)
		16	28	34	15	7			4	13	44	26	11	
Problems students have encountered at their training stations	3.47	10	10	23	35	19	(4) (0)	3.78	4	4	30	30	28	(3) (1)
		10	10	24	37	20			4	4	31	31	30	
Proper use of equipment at students' training stations	2.28*	20	19	11	10	3	(35) (3)	2.77*	11	14	27	7	7	(32) (3)
		33	30	17	15	4			17	21	42	10	10	
Evaluation of students' general progress	3.70	3	11	26	34	26	(1) (0)	3.72	4	3	34	31	24	(3) (1)
		3	11	26	34	26			4	3	35	32	25	

- ^a 1 = Never
2 = Rarely
3 = Sometimes
4 = Frequently
5 = Very frequently
N/A = Does not apply
NR = No response

^b Percentages in bold type represent percentage of respondents per response categories 1 - 5 only.

* Statistically significant difference between actual and ideal frequency of occurrence $p < .05$

** Statistically significant difference between actual and ideal frequency of occurrence $p < .01$

TABLE V.91

NUMBER AND PERCENTAGE OF COLLEGIATE COMMUNITY INVOLVEMENT TEACHERS AND STUDENTS REPORTING MINIMUM
ACCEPTABLE FREQUENCY LEVELS FOR DIFFERENT SUPERVISORY ACTIVITIES

Supervisory Activities	Minimum Acceptable Frequency	Total Number of Teachers Providing Valid Response	Percentage of Teachers Reporting Minimum or Greater	Total Number of Students Providing Valid Responses	Percentage of Students Reporting Minimum or Greater
<u>Review of:</u>					
Students' assignment logs	Frequently	7	57	58	47
Quality of students' work at their training stations	Frequently	7	86	69	43
Students' career (job) goals	Sometimes	7	86	72	75
Relationship between students' school work and training station activities	Very frequently	7	0	68	7
Evaluation of students' general progress	Frequently	7	100	73	50

have occurred "frequently". No teachers and very few students perceived review of the relationship between students' school work and training station activities to have occurred at the minimum acceptable level established (i.e., very frequently).

With regard to the perceived helpfulness of the different supervisory activities, results in Tables V.92 and V.93 suggest that almost all review activities were perceived to be at least somewhat helpful by the large majority of collegiate community involvement teachers and students. The only notable exceptions were the following: review of punctuality, which was perceived to be of no help by 32 per cent of students and not applicable by an additional three per cent of students; review of dress at the training station, which was perceived to be of no help by 35 per cent of students and not applicable by an additional 14 per cent; and review of proper use of equipment, which was perceived to be of no help by 20 per cent of students and not applicable by an additional 35 per cent.

A rank ordering of review activities on the basis of mean ratings indicates that review of the following was perceived as most helpful by community involvement teachers:

- a) students' relationship with their employers (mean rating = 3.00)
- b) quality of students' work at their training stations (mean rating = 3.00)
- c) samples of students' work (mean rating = 2.86)
- d) students' efforts at their training stations (mean rating = 2.86)
- e) amount of work accomplished by students at their training stations (mean rating = 2.86)

TABLE V.92
COLLEGIATE COMMUNITY INVOLVEMENT TEACHERS' PERCEPTIONS
OF THE HELPFULNESS OF DIFFERENT SUPERVISORY ACTIVITIES
(N=7)

Supervisory Activities	Mean Rating (3-point scale)	Perceived Helpfulness					
		Frequency (f) and Percentage (%) of Respondents Per Response Category ^a					
		1	2	3	N/A	NR	
Review of:							
Students' assignment logs	2.57	f 0 % 0 % 0	3 43 43	4 57 57	(0) (0) (0)	(0) (0) (0)	
Punctuality at students' training stations	2.43	f 0 % 0 % 0	4 57 57	3 43 43	(0) (0) (0)	(0) (0) (0)	
Meeting of job deadlines	2.71	f 0 % 0 % 0	2 29 29	5 71 71	(0) (0) (0)	(0) (0) (0)	
Samples of students' work	2.86	f 0 % 0 % 0	1 14 14	6 86 86	(0) (0) (0)	(0) (0) (0)	
Students' relationship with their employers	3.00	f 0 % 0 % 0	0 0 0	7 100 100	(0) (0) (0)	(0) (0) (0)	
Quality of students' work at their training stations	3.00	f 0 % 0 % 0	0 0 0	7 100 100	(0) (0) (0)	(0) (0) (0)	
Attendance at the training station	2.71	f 0 % 0 % 0	2 29 29	5 71 71	(0) (0) (0)	(0) (0) (0)	
Students' career (job) goals	2.57	f 0 % 0 % 0	3 43 43	4 57 57	(0) (0) (0)	(0) (0) (0)	
Students' efforts at their training stations (How hard they try)	2.86	f 0 % 0 % 0	1 14 14	6 86 86	(0) (0) (0)	(0) (0) (0)	
Amount of work accomplished by students at their training stations	2.86	f 0 % 0 % 0	1 14 14	6 86 86	(0) (0) (0)	(0) (0) (0)	
Students' relationship with other employees	2.71	f 0 % 0 % 0	2 29 29	5 71 71	(0) (0) (0)	(0) (0) (0)	
Dress at the training station	2.00	f 1 % 14 % 14	5 71 71	1 14 14	(0) (0) (0)	(0) (0) (0)	
Relationship between students' school work and training station activities	2.71	f 0 % 0 % 0	2 29 29	5 71 71	(0) (0) (0)	(0) (0) (0)	
Problems students have encountered at their training stations	2.86	f 0 % 0 % 0	1 14 14	6 86 86	(0) (0) (0)	(0) (0) (0)	
Proper use of equipment at students' training stations	2.40	f 0 % 0 % 0	3 43 60	2 29 40	(2) (29) (29)	(0) (0) (0)	
Evaluation of students' general progress	2.86	f 0 % 0 % 0	1 14 14	6 86 86	(0) (0) (0)	(0) (0) (0)	

^a 1 = Of no help
2 = Somewhat helpful
3 = Very helpful
N/A = Does not apply
NR = No response

^b Percentages in bold type
represent percentage of
respondents per response
categories 1-3 only.

TABLE V.93

COLLEGIATE COMMUNITY INVOLVEMENT STUDENTS' PERCEPTIONS
OF THE HELPFULNESS OF DIFFERENT SUPERVISORY ACTIVITIES
(N=74)

Supervisory Activities	Perceived Helpfulness					
	Mean Rating (3-point scale)	Percentage of Respondents Per Response Category ^a			N/A	NR
		1	2	3		
Review of: Students' assignment logs	2.27	5 6 ^b	51 60	28 33	(14)	(1)
Punctuality at students' training stations	1.92	32 34	39 41	24 25	(3)	(1)
Meeting of job deadlines	2.19	16 19	39 45	32 37	(11)	(1)
Samples of students' work	2.30	11 12	43 46	39 42	(5)	(1)
Students' relationship with their employers	2.38	10 10	42 43	46 47	(1)	(1)
Quality of students' work at their training stations	2.56	4 4	36 36	60 60	(0)	(1)
Attendance at the training station	2.13	20 21	45 46	32 33	(1)	(1)
Students' career (job) goals	2.61	7 7	24 25	66 68	(1)	(1)
Students' efforts at their training stations (How hard they try)	2.48	5 6	41 41	53 53	(0)	(1)
Amount of work accomplished by students at their training stations	2.47	5 6	41 42	51 53	(1)	(1)
Students' relationship with other employees	2.24	14 14	46 48	37 38	(3)	(1)
Dress at the training station	1.75	35 41	37 43	14 16	(14)	(1)
Relationship between students' work and training station activities	2.33	10 10	47 48	42 43	(0)	(1)
Problems students have encountered at their training stations	2.54	4 4	37 38	57 58	(1)	(1)
Proper use of equipment at students' training stations	1.92	20 32	28 45	15 23	(35)	(1)
Evaluation of students' general progress	2.67	3 3	27 28	68 69	(1)	(1)

^a 1 = Of no help
2 = Somewhat helpful
3 = Very helpful
N/A = Does not apply
NR = No response

^bPercentages in bold type represent percentage
of respondents per response categories 1-3 only.

f) problems students have encountered at their training stations
(mean rating = 2.86)

g) evaluation of students' general progress (mean rating = 2.86)

A rank ordering of student data regarding perceived helpfulness reveals that review of the following was perceived as most helpful by community involvement students:

a) evaluation of their general progress (mean rating = 2.67)

b) career (job) goals (mean rating = 2.61)

c) quality of their work at their training stations (mean rating = 2.56)

(g) Are there other issues that students would like to have the opportunity to discuss on a regular basis with their teachers?

In the previous section, students' and teachers' perceptions of actual and ideal frequency of occurrence of 16 supervisory activities were reviewed. Students were also asked if, in addition to the 16 review topics specified, there were other issues they would like to discuss with their teachers. Although 13 per cent (N=48) of students responded in the affirmative, the majority of suggestions reflected particular aspects or were a rewording of the 16 topics previously identified. At the secondary and vocational school levels, no new topics whatsoever were identified. A few new topics which were suggested by collegiate students are summarized in Table V.94. The most common review topic, suggested by four students, was "value of the work being done".

TABLE V.94

ADDITIONAL TOPICS SUGGESTED FOR REVIEW BY COLLEGIATE STUDENTS:
A SUMMARY OF RESPONSES TO AN OPEN-ENDED QUESTION
(N=289)

Topic	Number of Student Reports
Value of the work being done	4
Hours and travel	3
Pay	3
Job situation at the end of training	3
Future educational plans	1
Advancement in the company	1

(h) In the event of problems arising at the training station, are adequate supervision and/or resources available to the student for resolving problems?

Ninety-eight students (i.e., 26 per cent of the total group of co-operative education students) reported encountering problems while at their training stations. A comparison of students in the business and technical education programs in three types of schools (see Table V.95) indicates that while the percentages of collegiate and secondary school students who encountered problems were similar, a significantly smaller percentage of vocational school students reported experiencing problems at their training stations (chi-square: $p < .01$). A similar comparison of the percentages of students in the five types of collegiate programs who were experiencing

TABLE V.95

PERCENTAGE OF STUDENTS ENCOUNTERING PROBLEMS AT THEIR TRAINING STATIONS:
A COMPARISON OF BUSINESS AND TECHNICAL EDUCATION STUDENTS
IN THREE TYPES OF SCHOOLS
(N=248)

Type of School	Percentage of Students		
	Yes	No	No Response
Collegiate	28	71	(1)
Secondary	21	76	(3)
Vocational	4	91	(4)

problems at their training stations showed no significant differences (chi-square: $p > .05$).

While problems were reportedly encountered by students at all three types of schools, only collegiate students specified the nature of the problems encountered. These problems are summarized in Table V.96. It can be seen that the problems identified are very similar to the reasons for student dissatisfaction with training station placements described in a previous section of this report (see Selection of Training Station Placements, pp.72 - 75). Of the three most common responses, the only new problem identified by students pertained to difficulties in staff relations.

The majority (75%) of students who had experienced problems indicated that their problems had been resolved. Table V.97 summarizes who, if anyone, provided assistance to students in resolving their problems. As can be seen, the problem was resolved most commonly by the teacher or student. Of those

TABLE V.96

PROBLEMS ENCOUNTERED BY COLLEGIATE STUDENTS AT THEIR TRAINING STATIONS:
A SUMMARY OF RESPONSES TO AN OPEN-ENDED QUESTION

Problems	Number of Student Reports
Type/nature of work or assignment (too difficult/too repetitious/not enough time/ not learning enough)	23
Supervisors (unfair/too many/lack of supervision)	15
Staff relations (attitude/treatment)	11
Training terminated prematurely because of lack of work or lack of qualifications	7
Schedule and hours	6
Initial adjustment to the job	6
Problems in dealing with clients or customers	6
Evaluation	3
Pay	3
Lack of basic training	1
Lack of tools	1
Danger of accidents on the job	1
"Personal"	1
Distance	1

TABLE V.97

SOURCES OF ASSISTANCE TO STUDENTS WHO SUCCESSFULLY RESOLVED
PROBLEMS ENCOUNTERED AT THEIR TRAINING STATION
(N=73)

Sources of Assistance	Number and Percentage of Students	
	No.	%
Teacher	16	22
Company supervisor	10	14
Teacher and company supervisor	7	10
Person(s) other than teacher or company supervisor	6	8
Solved on my own	15	21
Other	19	26

students who responded in the category "other", four students indicated that they were given a new placement, two students indicated that they were assigned new supervisors, one student indicated that the problem resolved itself over time, and one student indicated that his/her teacher was currently working on the problem.

Twenty-two students (22%) indicated that their problem had not been resolved. Of these students, half indicated that the problem was not resolved because "no one seemed to have time to help me with my problem even though I asked for help". The remaining 50 per cent indicated that the problem was not resolved because no solution seemed to exist.

(i) Overall, how satisfied are students with the supervision they have received from their teachers?

As can be seen in Table V.98, the large majority (84%) of students expressed satisfaction with the supervision they had received from their teachers.

In comparing students' ratings, as a function of type of school and type of program, statistically significant differences between the business and technical education programs in three types of schools were noted ($p < .01$), as well as between types of schools ($p < .05$). However, differences were not judged to be educationally significant (mean differences on the 4-point scale were all $\leq .20$).

TABLE V.98
DEGREE OF STUDENT SATISFACTION WITH TEACHER SUPERVISION
(N=385)

Mean Rating (4-point scale)	Percentage of Respondents Per Response Category ^a				
	1	2	3	4	NR
3.22	4	8	47	37	(4)

^a 1 = Very dissatisfied
2 = Dissatisfied

3 = Satisfied
4 = Very satisfied
NR = No response

Role of Central Office Staff

How satisfied are teachers with the current level of central office staff involvement? To what extent do teachers perceive a need for the involvement of central office staff in student selection, monitoring of students, and the locating of training stations? In what other areas do teachers desire increases or decreases in the degree of central office staff involvement?

Seventy-five per cent of all teachers indicated that they were satisfied with the current level of central office staff involvement. Eighteen per cent indicated that there was too little central office staff involvement; four per cent indicated that there was too much central office staff involvement.

With regard to specific areas of involvement (see Table V.99), it was clear that the majority of teachers preferred little central office staff

TABLE V.99

TEACHER PREFERENCES WITH REGARD TO DEGREE OF CENTRAL
OFFICE STAFF INVOLVEMENT IN SPECIFIC AREAS
(N=71)

Area	Preferred Degree of Involvement						
	Mean Rating (5-point scale)	Percentage of Respondents Per Response Category ^a					
		1	2	3	4	5	NR
Interviewing of students to determine suitability for the program	1.49	76	10	6	1	6	(1)
Locating appropriate training stations for students	3.90	6	9	21	20	45	(0)
Monitoring of students	1.44	66	23	9	1	0	(1)

^a 1 = Little or none
5 = A great deal
NR = No response

involvement in the interviewing of students to determine suitability for the program or in the monitoring of students. However, the majority (65%) of teachers did feel a need for considerable central office staff involvement in locating appropriate training stations for students.

In responding to open-ended questions about areas in which they would like to see more central office staff involvement (see Table V.100), teachers' most frequent suggestions were related to publicizing the program, appropriate scheduling of in-school staff, program standardization, and locating "out of the ordinary" training stations. Only two areas were highlighted for less central office staff involvement (see Table V.101). The first of these, which suggests that there are too many requests for information, appears to be directly related to the need for an improved method of central office record-keeping as noted in Table V.100.

Communication with Employers

(a) Are employers adequately informed about the individual students assigned to their organization? What type of information about students and their in-school programs do employers find useful to receive?

Tables V.102 and V.103 show the percentage of employers who reported having been provided with various types of information by the school and the percentage of employers who found the different types of information useful to receive. As can be seen in Table V.102, the majority of employers reported that they had been provided with four of the seven types of listed information. These were age of students, sex of students, subjects or program being taken by students, and students' relevant skills. Results shown in Table V.103 suggest that the majority of employers felt that it would be

TABLE V.100

AREAS IN WHICH TEACHERS WOULD LIKE TO SEE MORE CENTRAL OFFICE STAFF INVOLVEMENT: A SUMMARY OF RESPONSES TO AN OPEN-ENDED QUESTION (N=71)

Areas	Number of Teacher Reports
Publicizing the program (news media, audio-visual materials for school use)	5
Appropriate scheduling of in-school staff	4
(a) finalize timetable allocation, staffing requirements	(2)
(b) arrange for more time to be allotted in timetabling	(2)
Standardization and co-ordination of the program	4
(a) develop standard evaluation forms to be used by all organizations involved in the Scarborough program	(2)
(b) co-ordinate the many Re-entry programs	(1)
(c) attention to borough-wide problems, with emphasis on uniformity	(1)
Locating "out of the ordinary" or "difficult" training stations (police/security)	3
Providing resource materials/aids to teachers (materials for in-school component, newsletters, co-operative education teacher meetings, etc.)	2
Improving central office record-keeping (re: training station registry, lists of current organizations being used)	2
Support to teachers in setting up new programs (including personal visitation)	2
School-employer liaison	2
General support/encouragement	1

TABLE V.101

AREAS IN WHICH TEACHERS WOULD LIKE LESS CENTRAL OFFICE STAFF INVOLVEMENT: A SUMMARY OF RESPONSES TO AN OPEN-ENDED QUESTION (N=71)

Areas	Number of Teacher Reports
Limit requests for information	2
Scheduling constraints	1

TABLE V.102

TYPE OF INFORMATION CURRENTLY BEING PROVIDED
TO EMPLOYERS BY SCHOOLS
(N=194)

Type of Information	Percentage of Respondents per Response Category			
	Yes	No	Don't Know	No Response
Age of students	67	22	(8)	(4)
Sex of students	85	9	(3)	(4)
Subjects or program taken by students	64	28	(5)	(3)
Students' school marks	16	73	(7)	(5)
Students' relevant skills	54	35	(7)	(4)
Students' training station expectations	40	44	(11)	(5)
Students' career goals	36	53	(8)	(4)

TABLE V.103

TYPE OF INFORMATION EMPLOYERS FEEL
WOULD BE USEFUL TO RECEIVE
(N=194)

Type of Information	Percentage of Respondents per Response Category			
	Yes	No	Don't Know	No Response
Age of students	71	19	(1)	(9)
Sex of students	67	23	(3)	(8)
Subjects or program taken by students	80	8	(3)	(9)
Students' school marks	46	39	(5)	(10)
Students' relevant skills	86	4	(2)	(8)
Students' training station expectations	73	10	(7)	(10)
Students' career goals	76	11	(4)	(9)

useful to receive all types of information listed except for students' school marks. In particular, there was most agreement (75% or more) about the usefulness of receiving information about students' relevant skills, career goals, and subjects or program being taken.

Table V.104 shows the number of employers who reported not having received different types of information and the percentage of these employers who felt that the information would be useful to receive. Results indicate that, of those employers who did not receive specific types of information, the vast majority felt it would be useful to receive information about the following:

- (a) subjects or program taken by students
- (b) students' relevant skills
- (c) students' training station expectations
- (d) students' career goals

Employers were also asked if there were additional types of information that they felt would be useful to receive. Responses are summarized in Table V.105. As can be seen, there were relatively few suggestions and these covered a broad range of topics. The most common request, suggested by three employers, involved the provision of family information by the school.

(b) How well have participating organizations been informed of their responsibilities by the school?

Table V.106 shows the degree to which participating organizations reported having been informed about their responsibilities by the school. It can be seen that 80 per cent or more of employers indicated that they had been adequately or very well informed about their responsibilities with regard to the following:

TABLE V.104

NUMBER OF EMPLOYERS WHO DID NOT RECEIVE INFORMATION
BUT FELT IT WOULD BE USEFUL TO HAVE

Type of Information	Number of Employers Who Indicated They Had Not Received the Information	Number & Percentage Who Felt It Was Useful Information	
		No.	%
Age of students	38	18	47
Sex of students	16	3	19
Subjects or program taken by students	50	39	78
Students' school marks	128	58	45
Students' relevant skills	63	56	89
Students' training station expectations	77	60	78
Students' career goals	97	79	81

TABLE V.105

OTHER TYPES OF INFORMATION EMPLOYERS WOULD LIKE TO SEE THE SCHOOL
PROVIDE: A SUMMARY OF RESPONSES TO AN OPEN-ENDED QUESTION
(N=194)

Type of Information	Number of Employer Reports
Family information, including parents' names and address	3
Description of students' aptitude/natural abilities	2
Interests of students	2
Students' involvement with the law, if any	2
General attitude of students	2
Completion of regular job application form by students to simulate real life experience	2
Possible transportation problems	2
Students' timetable	1
Receipt of handbook prior to assignment of students	1

TABLE V.106

DEGREE TO WHICH PARTICIPATING ORGANIZATIONS HAD BEEN
INFORMED ABOUT THEIR RESPONSIBILITIES BY THE SCHOOL
(N=194)

Responsibility	Mean Rating (4-point scale)	Percentage of Respondents Per Response Category ^a						
		1	2	3	4	N/A	DK	NR
To ensure students complete the required hours at the training station	3.44	2	4	38	47	(4)	(3)	(3)
To promote the development of acceptable attitudes by students	3.35	1	6	44	40	(2)	(3)	(4)
To inform students of company safety procedures	2.86	10	9	26	21	(23)	(8)	(3)
To follow agreed-upon payment policy	3.16	5	3	28	26	(27)	(7)	(3)
To report student absences to the school	3.01	13	7	34	34	(4)	(6)	(3)
To prepare a training program in co-operation with the school	2.74	14	12	24	22	(14)	(10)	(3)
To follow agreed-upon methods of evaluation	3.40	2	6	37	46	(3)	(4)	(3)

- ^a 1 = Not at all N/A = Does not apply
2 = Poorly DK = Don't know
3 = Adequately NR = No response
4 = Very well

- a) ensuring students complete the required hours at the training station
- b) promoting the development of acceptable attitudes by students
- c) following agreed-upon methods of evaluation

With regard to responsibility for informing students of company safety procedures and following agreed-upon payment policy, of those employers who felt these items were applicable and who answered in categories one to four, the vast majority indicated that they had been adequately or very well informed. However, while it is not surprising to find that 27 per cent of employers felt that following agreed-upon payment policy was not applicable, it is surprising that 23 per cent felt that informing students about company safety procedures did not apply. This figure, when considered in conjunction with other data, suggests that 42 per cent of all employers were not at all informed or were poorly informed about this latter responsibility. (10%--not at all; 9%--poorly; 23%--does not apply)

Finally, while the majority of employers who responded in categories one to four with regard to responsibility for reporting student absences to the school and preparing a training program in co-operation with the school indicated that they had been adequately or well-informed, it is noted that 20 per cent and 26 per cent of employers respectively indicated that they had not been informed at all or had been poorly informed about these two responsibilities.

(c) Overall, how satisfied are participating organizations with the communication between themselves and the school?

As can be seen in Table V.107, the overwhelming majority (91%) of employers indicated that they were satisfied with the overall communication between themselves and the school.

TABLE V.107

DEGREE OF EMPLOYERS' SATISFACTION WITH COMMUNICATION
BETWEEN THEMSELVES AND THE SCHOOL
(N=194)

Mean Rating (4-point scale)	Percentage of Respondents Per Response				Category ^a NR
	1	2	3	4	
3.24	1	9	57	34	(1)

For purposes of consistency, data in this table are presented in
recoded form so that:

1 = Very dissatisfied
2 = Dissatisfied
3 = Satisfied

4 = Very satisfied
NR = No response

Communication with Parents

(a) Have parents been adequately informed about the program in which
their son or daughter is enrolled?

Table V.108 shows the degree of parent satisfaction with information
provided about the program and Table V.109 shows the number and percentage of
parents who reported having been provided with specified types of program
information.

As can be seen in Table V.108, 38 per cent of parents indicated that
they were dissatisfied or very dissatisfied with the program information
provided. This figure is not surprising when one considers the finding
(Table V.109) that 33 per cent of parents indicated that no information
whatsoever had been provided to them by the school. (Sixty-nine per cent of
those who had not been provided with information by the school indicated
dissatisfaction with information provided. An additional four individuals
(6%) did not respond to the question.)

TABLE V.108

DEGREE OF PARENT SATISFACTION WITH INFORMATION
PROVIDED ABOUT THEIR SON'S/DAUGHTER'S PROGRAM
(N=204)

Mean Rating (4-point scale)	Percentage of Respondents Per Response Category ^a				
	1	2	3	4	NR
2.65	11	27	43	16	(3)

For purposes of consistency, data in this table are presented in recoded form so that:

1 = Very dissatisfied
2 = Dissatisfied
3 = Satisfied

4 = Very satisfied
NR = No response

TABLE V.109

TYPES OF INFORMATION BEING PROVIDED TO PARENTS/TYPES OF INFORMATION
PARENTS WOULD LIKE TO RECEIVE: A SUMMARY OF RESPONSES TO A
STRUCTURED LIST OF QUESTIONS
(N=204)

Type of Information	Parents Who Received Information		Parents Who Would Like to Have Received Information But Did Not	
	No.	%	No.	%
Schedule (number of days in-school and out-of school)	110	54	46	23
Number of credits to be earned	102	50	55	27
Type of work son/daughter would be doing	88	43	77	38
Methods of evaluation	40	20	108	53
Effect of program on son's/daughter's involvement in special school events	15	7	75	37
No information provided	68	33	--	--

With regard to specified types of information (Table V.109), 43 to 54 per cent of parents reported receiving information about their son's/daughter's schedule, number of credits to be earned, and type of work their son/daughter would be doing. An additional 23 to 38 per cent indicated that they would like to have received these information items. Relatively few parents (20%) were provided with information about methods of evaluation; an additional 53 per cent indicated they would like to have received this information.

It may be noted that, for the four above-mentioned information items, a steady inverse relationship exists between the number of parents receiving information and the number of parents wishing to receive information. The lower the percentage who had received the information, the higher the percentage who would like to have received it. In fact, despite the variation in percentage of parents actually provided with these four types of information (20%-54%), if information items were actually provided to those parents who wished to receive it and this number was added to those already receiving these items, the total would fall within the narrow range of 73 to 81 per cent. Although we can not be sure that those who received the specified types of information wanted this information, the pattern of results for those who did not receive the information strongly suggests that this is the case.

The only exception to this inverse relationship is "effect of program on involvement in special school events". While only 7 per cent of parents reported receiving this information, only an additional 37 per cent indicated they would like to have received it. In contrast to the other information items previously discussed, the sum total here would be only 44 per cent,

suggesting that the majority of parents perceived this to be a less important piece of information.

In summary, 73 to 81 per cent of parents are receiving or would like to receive information about schedules, credits, type of work, and methods of evaluation. The pattern of results suggests that these are all areas of concern to parents. Effect of the program on involvement in special school events appears to be an information item desired by significantly fewer parents.

In responding to an open-ended question, a number of parents also indicated that they would like to have received information about hours of work, payment policy, and location of the organization. Two parents suggested that information be provided to parents as early as possible so that parents could assist students in more careful selection of their subject options. In addition, six parents expressed a desire for additional information regarding career opportunities and apprenticeships.

(b) Have parents been adequately informed about the progress of their son/daughter in the program?

Fifty-six per cent of parents reported that they had been informed of the progress of their son/daughter in the program; 43 per cent of parents indicated that they had not been informed; non-respondents accounted for the remaining one per cent. As can be seen in Table V.110, the most common method of reporting progress was via report cards. Of the 115 parents who received progress reports, 71 per cent indicated that these reports were informative or very informative; 24 per cent found the reports to be uninformative or very uninformative (see Table V.111).

TABLE V.110

METHODS USED TO REPORT PROGRESS TO PARENTS WHO RECEIVED REPORTS
(N=115)

Method	Number and Percentage of Parents	
	No.	%
Telephone call	6	5
Letter	17	15
Interview	11	10
Report card	86	75
Other	13	11

TABLE V.111

DEGREE OF INFORMATIVENESS OF PROGRESS REPORTS
AS PERCEIVED BY PARENTS WHO HAD RECEIVED REPORTS
(N=115)

Mean Rating (4-point scale)	Percentage of Respondents Per Response Category ^a				
	1	2	3	4	NR
2.83	6	18	57	14	(4)

^a1 = Very uninformative
 2 = Uninformative
 3 = Informative
 4 = Very informative
 NR = No response

VI. RESULTS: INFORMATION RELEVANT TO FUTURE
PROGRAM DEVELOPMENT ACTIVITIES

Influences of Parental Background on Student
Selection of the Co-operative Education Program

What is the influence of parental occupation and previous exposure by parents to work experience programs on student selection of the co-operative education program as a subject option?

The occupations of respondents and their spouses were categorized into white collar, blue collar, and other occupations. (See Appendix M for the list of occupations included within each category.) As can be seen in Table VI.1, the ratio of blue collar to white collar respondents was approximately three to five.

A comparison of the number and percentage of white collar and blue collar workers who recommended or encouraged their son/daughter to select the co-operative education program (Table VI.2) showed no significant differences

TABLE VI.1
OCCUPATIONAL BACKGROUND OF PARENTS
(N=204)

Occupational Category	Number and Percentage of Total Group	
	No.	%
<u>Respondent</u>		
White collar	101	50
Blue collar	63	31
Other (homemaker, student, retired, unemployed)	33	16
No response	(7)	(3)
<u>Spouse</u>		
White collar	66	32
Blue collar	45	22
Other (homemaker, student, retired, unemployed)	26	13
No response	(67)	(33)

TABLE VI.2

OCCUPATIONAL BACKGROUND OF PARENTS WHO RECOMMENDED/DID NOT RECOMMEND
SELECTION OF THE PROGRAM

Occupational Category	Recommended Program			
	Yes		No	
	No.	%	No.	%
<u>Respondents</u>				
White Collar (N=97)	75	77	22	23
Blue Collar (N=62)	45	73	17	27
<u>Spouse</u>				
White Collar (N=66)	48	73	18	27
Blue Collar (N=44)	31	71	13	30

(chi-square: $p > .05$). That is, parents categorized as white collar workers were just as likely to have recommended the co-operative education program to their son/daughter as were parents categorized as blue collar workers.

The number and percentage of parents who recommended or encouraged selection of the program were also examined as a function of their own exposure to work experience programs. As can be seen in Table VI.3, parents who indicated that work experience programs had been offered in the country in which they had been educated were more likely to have recommended the program to their son/daughter (chi-square $p < .05$) than parents who had not had this exposure. However, it should be noted that, despite these statistically significant differences, the percentage of parents who recommended selection of the program, and who indicated that work experience programs were not offered in the country in which they were educated, was still very high (73%). That is, the majority of parents recommended or encouraged their son/daughter to select the program regardless of whether or not they had had previous exposure to work experience.

TABLE VI.3

NUMBER AND PERCENTAGE OF PARENTS WHO RECOMMENDED/DID NOT RECOMMEND
SELECTION OF THE PROGRAM AS A FUNCTION OF EXPOSURE TO WORK EXPERIENCE

Exposure to Work Experience	Recommended Program			
	Yes		No	
	No.	%	No.	%
Work experience program offered in country in which they were educated	25	93	2	7
Work experience program <u>not</u> offered in country in which they were educated	106	73	40	27
TOTAL GROUP	131	76	42	24

Attitude of School Staff toward the Program

What do teachers who are involved in the co-operative education program perceive the attitude of other school staff to be toward this program?

Table VI.4 summarizes teachers' perceptions of the attitude of staff in their own schools toward the co-operative education program. Mean ratings indicate that teachers perceived their own principal, vice-principal(s), department head, and department colleagues to have a positive attitude toward the program (mean ratings >3.50). Teachers perceived principals and department heads, in particular, to have a very positive attitude (mean ratings >4.50).

Lower mean ratings were observed with regard to the attitude of colleagues in other departments and heads of other departments. More specifically, an examination of the percentage of respondents per response category indicates that approximately one-third of teachers were unsure about the attitude of department heads and colleagues in other departments, or felt

TABLE VI.4

TEACHERS' PERCEPTIONS OF THE ATTITUDE OF STAFF IN THEIR OWN SCHOOLS
TOWARD THE CO-OPERATIVE EDUCATION PROGRAM
(N=71)

School Staff	Mean Rating	Percentage of Respondents Per Response Category ^a						
		1	2	3	4	5	N/A	NR
Principal	4.61	0	3	6	18	70	(3)	(0)
Vice-principal	4.20	0	10	9	23	45	(11)	(3)
Head of teacher's department	4.54	0	3	10	11	63	(11)	(1)
Other department heads	3.32	4	11	35	18	14	(4)	(17)
Colleagues within teacher's department	4.00	0	0	32	31	35	(0)	(0)
Colleagues in other departments	3.20	4	16	32	24	9	(14)	(1)
Self	4.83	1	0	0	11	85	(0)	(3)

^a For purposes of consistency, data in this table are presented in
recoded form so that:

1 = Very negative

N/A = Not applicable

5 = Very positive

NR = No response

their attitude to be neutral. Of the remainder who expressed an opinion, it can be seen in Table VI.4 that opinion was divided, with a slightly higher percentage of teachers expressing the opinion that department heads and colleagues in other departments had a positive, as opposed to a negative attitude toward the program.

Not too surprisingly, it was observed that 96 per cent of teachers described their own attitude toward the program to be positive, or more frequently, very positive.

Reasons for Teachers' Involvement in the Program

(a) What are teachers' reasons for becoming involved in the program?

Table VI.5 summarizes teachers' reasons for becoming involved in the co-operative education program. As can be seen, the most common responses were related to teachers' belief in the basic philosophy of the program and to the perceived benefits of the program for students.

TABLE VI.5

REASONS FOR INVOLVEMENT IN THE CO-OPERATIVE EDUCATION PROGRAM:
A SUMMARY OF TEACHERS' RESPONSES TO AN OPEN-ENDED QUESTION
(N=71)

Reason	Number of Teacher Reports
A form of alternative education for students/ combining theory with practical experience/ experience in world of work is essential	20
Program is beneficial to students/improves students' attitude toward work and/or toward school/assists students in career choices	14
Involvement in program was at the request of administration	9
Viewed as a challenge/a new experience	6
Provides contacts with industry	3
Impressed by presentation of program by central office co-operative education staff	2

(b) How many teachers are prepared to continue their involvement in the program? What are teachers' reasons for continuing or deciding not to continue in the program?

Of those teachers who had had experience in the program, either by virtue of their involvement between September and December, 1981, or in a previous year (N=64), 95 per cent (N=59) indicated that they would like to be involved in the program again next year. Three per cent of teachers (N=2) indicated that they did not want to continue their involvement and two per cent (N=1) were undecided.

Table VI.6 summarizes teachers' reasons for deciding to continue their involvement in the program. As can be seen, teachers' responses reflect very positive feelings about the program. The most common responses were related to teachers' perceptions of the program as a valuable educational concept (in keeping with teachers' stated reasons for initially becoming involved in co-operative education), the personally rewarding aspects of the program, and teachers' desires to continue developing and improving their programs.

The two teachers who did not want to continue their involvement in the co-operative education program indicated that they found it difficult to operate their programs given the amount of time available to them. One teacher also expressed the opinion that there was a lack of support from school administration. The one teacher who was undecided about his/her

TABLE VI.6

REASONS FOR CONTINUED INVOLVEMENT IN THE CO-OPERATIVE EDUCATION PROGRAM:
A SUMMARY OF TEACHERS' RESPONSES TO AN OPEN-ENDED QUESTION
(N=59)

Reason	Number of Teacher Reports
Program is making a worthwhile educational contribution/concept is good/education must change in the future	19
Enjoyable/challenging/rewarding/successful experience in the program	13
To continue and expand the program, making changes and solving problems	11
To learn industries' expectations	4
To help students make career choices	3
Enthusiasm and co-operation of employers	2

continued involvement in the program felt that students expected too much from the program and specifically noted that students did not appear to be satisfied with the learning opportunity itself but wanted pay as well. This teacher also expressed concern over the choice of training station placements for students.

Reasons for Employers' Involvement in the Program

(a) What are employers' reasons for becoming involved in the program?

Table VI.7 summarizes the perceptions of respondents to the employers' questionnaire as to why their organizations became involved in the co-operative education program. The opinions of all respondents, except staff of the Scarborough Board of Education, were analyzed.

As can be seen in Table VI.7, the overwhelming majority of employers (91%) were of the opinion that their organization had become involved in the program to help students understand the world of work. About half of the respondents also indicated that they had become involved in the program to become acquainted with a future source of employees (57%) and as a public relations measure (50%). Only about one-third of employers indicated that they had become involved in the program to obtain a better understanding of students and their attitudes or to obtain a better understanding of in-school programs.

In addition to responding to a list of structured questions, employers were asked to note any other reasons that had prompted their organization to become involved in the co-operative education program. Table VI.8 summarizes these responses. In examining this table, it can be seen that the most common

TABLE VI.7

REASONS FOR INVOLVEMENT IN THE CO-OPERATIVE EDUCATION PROGRAM:
A SUMMARY OF EMPLOYERS' RESPONSES TO A STRUCTURED LIST OF QUESTIONS
(N=169)

Reason	Percentage of Respondents Per Response Category			
	Yes	No	Don't Know	No Response
To become acquainted with a source of possible future employees	57	24	3	(16)
To obtain a better understanding of in-school training programs	31	40	4	(25)
As a public relations measure	50	22	5	(24)
To help students understand the world of work	91	2	2	(5)
To obtain a better understanding of students and their attitudes	39	32	4	(25)

TABLE VI.8

OTHER REASONS FOR INVOLVEMENT IN THE CO-OPERATIVE EDUCATION PROGRAM:
A SUMMARY OF EMPLOYERS' RESPONSES TO AN OPEN-ENDED QUESTION
(N=169)

Reason	Number of Employer Reports
Assistance to their company (cost saving, time saving, extra workers, relieves present staff)	19
Community responsibility (to assist school programs, teachers and/or students)	13
Company approached by schools	8
To promote their own industry (encourage apprentices, train skilled labour)	7
Had similar experience or wished to have had this opportunity as a student	4

responses were related to direct benefits derived by their organization in terms of additional assistance. The second most common group of responses pertained to feelings of community responsibility.

(b) In what ways, if any, and to what extent have employers found participation in the program to have been of benefit?

As in the previous section, analysis of data pertaining to the above question excluded Scarborough Board of Education staff. It can be seen in Table VI.9 that 65 per cent or more of employers indicated that their participation in the program had been of benefit to them with regard to all five factors about which they had been queried.

In order to determine the extent to which employers' expectations (Table VI.7) of the program were realized and the extent to which employers derived unexpected or unanticipated benefits, the above findings were analyzed as a function of initial reasons for involvement in the program. As can be seen in Table VI.10, of those employers who became involved in the program seeking specified outcomes, the large majority (80 per cent or more) felt that their expectations had been realized.

Table VI.11 summarizes information obtained from employers who had previously indicated that they had not become involved in the program for reasons which related to the benefits described. Examining this table, it can be seen that many employers derived unexpected benefits from the program. For example, while 40 per cent of employers had indicated that they had not become involved in the program to obtain a better understanding of in-school training programs, a high percentage (66%) of this group agreed that the program had in fact helped their organization in this regard. Similarly, while 24 per cent

TABLE VI.9
EMPLOYERS' PERCEPTIONS OF BENEFITS DERIVED FROM INVOLVEMENT
IN THE CO-OPERATIVE EDUCATION PROGRAM: A SUMMARY OF
RESPONSES TO A STRUCTURED LIST OF QUESTIONS
(N=169)

The program is helping my organization...	Percentage of Respondents Per Response Category			
	Yes (agree/ strongly agree)	No (disagree/ strongly disagree)	Unsure	No Response
To become acquainted with a source of possible future employees	75	7	14	(4)
To understand in-school training programs	70	10	19	(1)
As a good public relations measure	65	12	21	(2)
To help students understand the world of work	97	0	2	(1)
To understand students and their attitudes	73	7	19	(1)

TABLE VI.10
PERCENTAGE OF EMPLOYERS WHOSE EXPECTATIONS WERE REALIZED

The program is helping my organization...	Employers Having This Expectation No. %		Percentage of Respondents Per Response Category			
			Yes (agree/ strongly agree)	No (disagree/ strongly disagree)	Unsure	No Response
To become acquainted with a source of possible future employees	97	57	87	2	10	(1)
To obtain a better understanding of in-school training programs	53	31	87	4	9	(0)
As a public relations measure	84	50	80	4	17	(0)
To help students understand the world of work	154	91	97	0	3	(0)
To obtain a better understanding of students and their attitudes	66	39	94	2	5	(0)

TABLE VI.11

PERCENTAGE OF EMPLOYERS DERIVING UNEXPECTED
BENEFITS FROM THE CO-OPERATIVE EDUCATION PROGRAM

The program is helping my organization...	Employers Who Did Not Have This Expectation		Percentage of Respondents Per Response Category			
			Yes (agree/strongly agree)	No (disagree/strongly disagree)	Unsure	No Response
No.	%					
To become acquainted with a source of possible future employees	40	24	58	23	18	(3)
To obtain a better understanding of in-school training programs	67	40	66	15	19	(0)
As a public relations measure	37	22	35	32	32	(0)
To help students understand the world of work	3	2	100	0	0	(0)
To obtain a better understanding of students and their attitudes	54	32	56	13	32	(0)

of employers had reported that their organization had not become involved in the program to become acquainted with a source of future possible employees, 58 per cent of this group indicated that this had, in fact, been an outcome of their involvement in the program. The reader is referred to Table VI.11 for other similar findings.

In responding to an open-ended question about other benefits derived by their organization from participation in the program, the most common responses provided by employers pertained to the extra assistance being

provided to their company (see Table VI.12). A number of agencies also indicated that their clients benefitted from the individual attention provided by students.

In addition to benefits derived by their own organization and/or its clients, a number of employers commented on the benefits being derived by students. Specifically, employers indicated that through their participation in the program students were able to learn about new developments in a particular field, to relate their school work to the world of work, and were assisted in choosing particular school courses. Employers also suggested that the program helped students mature more quickly and learn responsibility.

TABLE VI.12

EMPLOYERS' PERCEPTIONS OF OTHER BENEFITS DERIVED BY THEIR ORGANIZATION
FROM INVOLVEMENT IN THE CO-OPERATIVE EDUCATION PROGRAM: A SUMMARY
OF EMPLOYERS' RESPONSES TO AN OPEN-ENDED QUESTION
(N=169)

BENEFITS	NUMBER OF RESPONSES
Assistance with work-load, extra help, flexibility, seasonal assistance, productivity	8
Individual attention for clients (i.e., in nursing homes and day nurseries)	4
Help public (via students) to understand special clients (e.g., elderly, handicapped, families of law offenders)	3
Bridge "generation gap"	3
Employees derive satisfaction from students' self-development	1

(c) How many employers who are currently involved in the program are prepared to continue their involvement? For those who do not wish to continue, what are their reasons?

When asked if they were prepared to continue their involvement in the program, the overwhelming majority (91%) of respondents to the employers' questionnaire, including Scarborough Board of Education staff, answered in the affirmative. Only four respondents (2%) indicated that they were not willing to continue their involvement in the program; 13 respondents (7%) did not know whether or not they would continue.

Three of the respondents who did not want to continue in the program expressed difficulties fitting students into their operation and/or found the schedule to be unsuitable. The fourth employer reported having hired a new employee to do the job previously assigned to a student.

Two other comments were provided by individuals who were undecided about continuing in the program. One respondent did not know whether to continue in the program because this year's student had not been able to cope with the job. Another individual indicated that he or she would continue in the program provided a better, more organized approach was made to the placement of students.

Union Attitude toward the Program

What is the formal position of the Ontario Federation of Labour on co-operative education?

A document search conducted to answer the above question produced a position paper from the Ontario Federation of Labour (1980) entitled "Statement on Work Experience" (Appendix N). Analysis of this document indicated that, while the Ontario Federation of Labour strongly opposes the Early School Leaving Regulations 159/75, and in the past has also had serious concerns and reservations about work experience, this body is now clearly endorsing work experience, albeit within certain guidelines. Specifically, the Ontario Federation of Labour statement suggests that "the OFL, its affiliates and labour councils, should recognize work experience programs when they are an integral part of a credit course and will clearly enrich the students understanding of the subject material".

The Ontario Federation of Labour's reasons for revising its previous position and for offering support to work experience programs can be seen to be two-fold. Specifically, "the OFL endorses work experience in our schools on the principle that not all education takes place in the classroom--indeed much of the best education occurs beyond the four walls of the school. . . . Secondly, the OFL supports work experience in the belief that it will make the student more employable." (Ontario Federation of Labour, 1980, p. 2)

The Ontario Federation of Labour's Statement on Work Experience identifies nine criteria to be used by labour councils in evaluating prospective co-operative education programs. These criteria are outlined below and are examined in light of established Scarborough Board of Education policies and procedures.

Criterion No. 1

1. A clear, unequivocal distinction between work experience as an enrichment element of an educational program versus students in the work force under age 16 must be maintained. The distinction between the two programs is particularly important for labour on two grounds.

First, the objective of each is entirely different. The objective of releasing students from regular attendance under the Early School Leaving legislation of 1975 is to provide the student with an alternative to regular attendance by placing the child at least partially in the work force. Work experience programs permit supervised periodic absenteeism as part of a course of study. The central aim of such a program is to supply additional learning opportunities within a given subject. The Early School Leaving legislation simply recognizes that a student under 16 is a problem and suggests that working is the answer. Unfortunately there is then a tendency to answer any attendance problem by taking the student out of school under this legislation.

Secondly, age is equally important in making a distinction between work experience and early school leaving. Work experience in the vast majority of cases will apply to students over age 16 who are legally free to work, and who in many cases will join the work force in the near future. However, early school leaving applies to children under 16 who are not legally free to work according to the Employment Standards Act, and represents a final futile effort to solve problems of students which, for one reason or another, have remained unsolved in the past.

In the first case there is little that the labour movement can do to prohibit the development of work experience. At a very minimum we can attempt to influence them positively by stating basic criteria for such programs. At a maximum, by keeping the two programs separate, the labour movement can strive to make work experience a positive educational experience. However, in the case of Early School Leaving there are questions of legality and morality. The labour movement cannot condone even the remote possibility of child labour--a practice which we fought long and successfully against. Finally, we must oppose Early School Leaving for increasing the number of unemployed at a time when unemployment is unnecessarily high.

To ensure the division of these programs and their separate evaluation, it will be necessary to maintain separate records of persons involved and types of programs for each. Prior to assisting in work experience programs, we should insist that

separate records be kept as a condition of our support. If at any time during the deliberations of a work experience committee it should become evident that the board or its employees is attempting to treat these programs as one, the labour council involved should withdraw its endorsement.

(Ontario Federation of Labour, 1980, pp. 2-3)

Criterion No. 1 of the Ontario Federation of Labour is consistent with one of the goals which is common to all Scarborough Board of Education co-operative education programs--"to reinforce classroom content". The intent of this goal is to ensure that students, through their co-operative education experience, are provided with additional learning opportunities within a given subject or set of subjects.

Criterion No. 2

2. Boards should establish Work Experience Committees, composed of representatives of labour, management and education, to advise work experience co-ordinators. Labour councils should insist on fair representation (do not accept token membership). Should the board or committee fail to abide by recommendation 1, labour council representatives should withdraw and inform the OFL Director of Education immediately.

(Ontario Federation of Labour, 1980, p. 3)

A Co-operative Education Advisory Committee was appointed by the Scarborough Board of Education when it established its borough-wide co-operative education program in 1979. The committee consists of representatives from labour, business, the community, teaching staff, administration, and Scarborough Board of Education trustees.

Criterion No. 3

3. Work experience programs should not be implemented or maintained in situations where employees are currently laid off. In the case of the building trades, construction sites, or any operation going beyond one site, the rule must be no work experience in that trade(s) unless prior agreement has been reached with the trade(s) involved.

(Ontario Federation of Labour, 1980, p. 3)

The results of a document search suggest that the Scarborough Board of Education has no established policies or guidelines with regard to the implementation of co-operative education programs in situations where employees are currently being laid off. However, the availability of training stations is always naturally subject to current market and employment situations.

Criterion No. 4

4. Any work experience program must make as its prime objective the matching of student skills needed to the placement of the student. There is little value in having a student placed in an automotive shop if he/she is interested in electronics. This can be checked by noting if adequate guidance has been given for career goals. The particular work experience should be seen as an integral part of a credit.

(Ontario Federation of Labour, 1980, p. 3)

Scarborough Board of Education guidelines for teaching co-operative education stress the importance of appropriate matching of student and placement. The following is an excerpt from the draft of "A Guide for Teaching Co-operative Education", a guidebook soon to be released to all Scarborough co-operative education teachers.

The tailoring of a training station to the specific needs, desires, and personality of the student is the single most important step in the co-operative education experience. It is from this matching that all other activities will draw their strengths.

(Scarborough Board of Education, 1982, p. 3)

Criteria No. 5

5. In an age of mobility in which employees will frequently change jobs and students frequently will not find employment in their local communities, it is imperative that the student receive thorough work experience training which will be of use in a variety of communities. Consequently guidelines for work experience programs should be consistent and uniform across a board of education and the province. Serious questions should be raised about programs which purport to satisfy local needs only. Indeed the labour movement should be a leader in insisting that all programs conform to Ministry of Education guidelines when they are published.

(Ontario Federation of Labour, 1980, p.3)

As indicated previously, the Scarborough Board of Education will soon be releasing to its teachers a guidebook for implementing co-operative education programs which will hopefully meet the concerns of the Ontario Federation of Labour regarding consistency within a board. Included in this guide are policy statements from the Ontario Ministry of Education regarding co-operative education.

Criterion No. 6

6. Programs should be instituted only where working conditions conform to provincial safety requirements. In addition, in any situation where existing laws are being met, but new information on industrial health and safety has raised doubts about the impact on the worker's health, work experience programs should not be instituted, and should they currently exist, they should be terminated.

(Ontario Federation of Labour, 1980, p.3)

In its guide for teachers, the Scarborough Board of Education's concern for the safety of its students is clearly stated.

Safety at the training station is an important aspect of our in-school training. Students must be made aware of their responsibilities regarding safety and you must make the employers aware of their responsibilities. (p. 37)

(Scarborough Board of Education, 1982, p. 37)

Consistent with these concerns, one of the criteria established for determining a "good" training station is that it must provide "a safe training environment for the student" (Scarborough Board of Education, 1982, p.60).

Criterion No. 7

7. To further secure students on work experience programs, labour representatives on committees should ensure that boards of education carry extra insurance to cover the student in the event of accident.

(Ontario Federation of Labour, 1980, p. 3)

The Scarborough Board of Education carries all necessary insurance coverage. A letter outlining this coverage is made available to all training station personnel. (See Appendix O.)

Criterion No. 8

8. To safeguard the student, the board of education, through a work experience co-ordinator and the work experience committee, must ensure that students work under direct and constant supervision of a permanent employee.

(Ontario Federation of Labour, 1980, p. 3)

An entire chapter of the upcoming Scarborough guide for co-operative education teachers is devoted to the monitoring of students at their training stations. An essential part of the monitoring plan, which is outlined in this guide, involves discussions with the employer "to ensure that the student has adequate supervision" (Scarborough Board of Education, 1982, p. 75).

Criterion No. 9

9. All programs must be monitored at the school level for validity (see recommendations 4 and 5), working conditions, and should make provision for the incorporation of union suggestions.

To achieve this objective, it is recommended that:

- (a) labour councils undertake the responsibility for monitoring work experience.

(b) labour councils maintain close contact with the OFL Education Committee in order to effectively evaluate programs and to ensure an effective exchange of information across the province.

(c) labour councils, in view of the close relationship of work experience to collective bargaining, in many areas, should contact all its affiliates to ascertain their views. Wherever possible the affiliates should be requested to nominate persons to sit on work experience committees.

(d) labour councils should insist that specific evaluation plans and methods are included in any work experience program instituted by a board of education.

(Ontario Federation of Labour, 1982, p. 3)

While "a", "b", and "c" above do not have direct implications for any particular board of education participating in a co-operative education program, a few comments about Scarborough Board of Education policies in relation to "d" may be noted. As in the case of monitoring, an entire chapter of the upcoming Scarborough guidebook is devoted to evaluation procedures (Scarborough Board of Education, 1982, pp. 86-101). Both teachers and employers are assigned specific roles in the evaluation process and standardized final evaluation forms have been developed for use by all employers participating in the program.

VII. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Co-operative education was one of the seven areas selected for evaluation as part of the Co-operative Evaluation and Development of School Systems (CEDSS) project. In June, 1981, a sub-committee whose task was to design and implement the evaluation was formed. In selecting the specific evaluation questions, careful consideration was given to fulfilling the CEDSS mandate of providing both accountability data and relevant information for decision making and program improvement. The questions which were selected by the sub-committee covered four broad areas: program goals, program procedures, information relevant to future program development activities, and program outcomes. The present report documents all findings pertaining to the first three of these areas, with the exception of union interview findings. Results of union interviews, as well as all findings pertaining to the fourth area (program outcomes), will be documented in a subsequent report.

A variety of data collection techniques was used to answer the questions selected for evaluation. These included administration of questionnaires, interviewing, and record and document searches. The present report summarizes questionnaire results as well as findings pertaining to document searches.

Questionnaires were administered to the following populations:¹

- a) Co-operative education students: all students in collegiate institutes, secondary schools, and vocational schools whose co-operative

¹While an attempt was made to survey total populations as defined for each group, it should be noted that the lack of up-to-date population lists may have resulted in a small number of omissions.

education programs began between September 8, 1981, and December 22, 1981 (i.e., during the period beginning and ending with these dates).

b) Control group of students: all students in collegiate institutes, secondary schools, and vocational schools whose programs began on or after January 25, 1982, and who were not scheduled to be at a ten-week block placement at the time of questionnaire administration.

c) Co-operative education teachers: all teachers who were operating, or who in an upcoming semester would be operating, a co-operative education program. (It should be noted that many "subject" teachers at the secondary school level were participating in the program by assisting "co-operative education teachers" in the monitoring of students. While subject teachers from one such school completed questionnaires, these teachers did not form part of the co-operative education teacher population.)

d) "Employers": the company supervisor/contact person of each student assigned to a training station between September 8, 1981, and December 22, 1981. It will be noted that this group also included a number of Scarborough Board of Education staff (e.g., staff in central office who were supervising students, etc.).

e) Parents of co-operative education students: parents of all students, except re-entry students, who began participating in the program between September 8, 1981, and December 22, 1981.

Prior to administration, all questionnaires were field-tested and revised as needed. The first questionnaire to be administered was the teacher questionnaire. This questionnaire was administered on a group basis at a

CEDSS co-operative education information meeting held in January, 1982.

Teachers who were unable to attend this meeting received their questionnaires through inter-office mail.

The majority of student questionnaires were delivered to the schools for administration on a declared "CEDSS Day"--February 8, 1982. A number of questionnaires for secondary school students who had recently graduated were delivered by Canada Post. Student questionnaires were administered in secondary schools and collegiates by teaching staff assigned to this task at the discretion of individual principals. Vocational school student questionnaires were read to students by a member of the CEDSS Co-operative Education Sub-committee who had vocational school experience. In order to help ensure confidentiality, all students were provided with an envelope in which to seal questionnaires before submitting them for return.

Questionnaires for employers and parents were distributed in March, 1982, via Canada Post. A stamped and addressed return envelope was provided for each respondent.

The return rates for the control groups of students from all three types of schools were quite acceptable (over 80%). While the return rate for collegiate co-operative education students was also over 80 per cent, somewhat lower return rates were evidenced for secondary school (72%) and vocational school (64%) co-operative education students. However, it was suggested that these latter two return rates could likely be accounted for in terms of factors which would not have biased the sample of returns and, therefore, that results could probably be generalized to a larger percentage of these populations than suggested by the return rates. Return rates for employers (56%) and parents (47%), on the other hand, suggested that findings of the

study could be generalized with confidence to only 56 per cent of employers and 47 per cent of the parent population.

Results of the study pertaining to each set of questions identified for study are summarized on the following pages, together with relevant conclusions and recommendations.

Summary of Results, Conclusions, and Recommendations
Pertaining to Program Goals

What are students' reasons for taking part in the co-operative education program? How do students' reasons for taking part in the co-operative education program relate to program goals? How important are the goals of the Scarborough co-operative education program perceived to be by co-operative education teachers? Why did parents recommend or choose not to recommend the co-operative education program to their son/daughter? Are parents' reasons for recommending the program related to program goals? How important are the goals of the program perceived to be by parents?

Results and Conclusions

Table VII.1 highlights those reasons for taking part in the program which were perceived as very important by seven different groups of students: secondary school students, vocational school students, and students in five different collegiate programs. As this summary table suggests, there were notable differences between students in different types of schools and different types of programs. The only reasons which were rated as very important by a majority of students in all types of schools and in all types of programs were:

- (a) to take part in a practical learning experience
- (b) to learn how to be successful at work
- (c) to help develop self-confidence

TABLE VII.1

A SUMMARY OF SEVEN GROUPS OF STUDENTS' MOST IMPORTANT REASONS^a
FOR TAKING PART IN THE CO-OPERATIVE EDUCATION PROGRAM

Supervisory Activities	Group ^b						
	1	2	3	4	5	6	7
To learn job skills	X	X	X	X		X	X
To take part in a <u>practical</u> learning experience	X	X	X	X	X	X	X
To help decide about a future career (job)	X	X	X	X		X	X
To learn how to be successful at work	X	X	X	X	X	X	X
To help decide about future education	X	X	X	X		X	X
To obtain a job reference	X		X	X	X	X	X
To help develop self-confidence	X	X	X	X	X	X	X
To use what has been learned in school	X	X				X	
To help get a full time job after finishing high school	X	X				X	
To earn credits for high school graduation	X	X				X	
To meet new people							X
To work with up-to-date equipment	X	X		X		X	
To increase interest in school							
To get out of going to school							

^aA reason was included if 50 per cent or more of students rated that reason as very important.

- ^b1 = Secondary school students
- 2 = Vocational school students
- 3 = Collegiate business education students
- 4 = Collegiate technical education students
- 5 = Collegiate academic students
- 6 = Collegiate re-entry students
- 7 = Collegiate community involvement students

However, a majority of students in six of the seven groups also rated the following four reasons as very important. These were:

- (a) to learn job skills
- (b) to help decide about a future career
- (c) to help decide about future education
- (d) to obtain a job reference

It was also noted that the majority of students in all types of schools and all types of programs indicated that "to get out of going to school" was not an important reason for deciding to take part in the program. This latter finding, especially when considered in conjunction with students' reasons for choosing the program, suggests that most students view co-operative education as a serious learning experience.

2. While recent revisions to Scarborough's co-operative education program goals introduce some limitations to current findings, relevant information about the following nine goals was obtained by examining students' reasons for taking part in the program, parents' reasons for recommending the program, and teachers' and parents' perceptions of 1981-82 program goals. The nine program goals were:

- (i) To reinforce classroom content.
- (ii) (a) To assist students to focus, reinforce, and/or change plans for post-secondary employment.
(b) To assist students to focus, reinforce, and/or change plans for post-secondary education.
- (iii) To develop in students an understanding of employers' expectations in real job situations.

- (iv) To assist students in the performance of their work so that they may meet employers' expectations.
- (v) To develop in students an understanding or an insight into the world of work.
- (vi) To increase student motivation in school.
- (vii) To foster the development of a positive self-image for each student.
- (viii) To provide students with a working experience as an integral part of their course.
- (ix) To assist students to develop, focus, reinforce and/or expand marketable skills.

(Scarborough Board of Education, 1982)

Results suggested that these goals were consistent with students' reasons for taking part in the program. Most goals were also strongly supported by teachers and parents. The following exceptions, however, were noted.

(a) In contrast to other groups, most teachers attached only a moderate degree of importance to the goal "to assist students to focus, reinforce, and/or change plans for post-secondary education". There was some speculation that this discrepancy might be accounted for by the fact that teachers were responding about "post-secondary" education in contrast to parents and students who were responding about "future" education. It may be concluded that either this goal should be broadened to encompass the concerns of students and parents (i.e., with regard to future high school education) and/or that teachers may be unaware of the importance of this goal from the perspective of students and parents.

(b) The relatively low importance attached to the goal "to reinforce classroom content" by all groups except secondary and vocational school students and teachers was noted. Since this goal is a fundamental aspect of the program and is tied directly to Ministry of Education guidelines¹, results suggest that efforts need to be expended toward both increasing collegiate students' awareness of the possibilities for reinforcing classroom learning through co-operative education and emphasizing to collegiate teachers the inherent importance of the goal as part of the program.

(c) The finding that "to increase student motivation in school" was perceived as relatively unimportant by most students and parents, and at least three groups of collegiate teachers, is subject to at least two different interpretations. The finding may reflect the fact that students who select or who are selected to take part in the program are sufficiently motivated prior to participation or, alternatively, that neither students nor teachers perceive the program as having the potential to increase student interest in school. It is suggested that both interpretations warrant further investigation.

3. Information was also obtained about a now obsolete goal, but one which has direct relevance to the student retention program.² Specifically,

¹Through the use of out-of-school resources, it is possible for schools to meet certain particular educational needs of students in effective new ways. . . provided that out-of-school involvement enhances the educational experience of the students involved." (Circular H.S.I., 1979-81, p. 18).

²The student retention program, a small, relatively new program, was not evaluated as part of the present study. The reader is referred to p. 6 for a description of this program.

it was noted that, in responding about the importance of the goal "to provide an alternative form of education to students who are identified as potential drop-outs", 20 per cent of teachers indicated that this goal was of little importance. While it is recognized that teachers were responding about their own programs, and not about the student retention program, results raise the possibility that a sizeable number of teachers may have been unaware of the possibility of including potential drop-outs in the co-operative education program.

4. Seventy-one per cent of parents who were surveyed indicated that they had encouraged or recommended participation in the program to their son/daughter. The most common reasons cited by parents for recommending the program were "to learn about or prepare for the working world/to provide a practical learning experience", "to help in career-decision making", and "to gain job experience". All of these reasons were noted to be directly related to established program goals.

About 50 per cent of those parents who had not recommended the program indicated that this was because they did not know about the program or because the decision had been made by their son/daughter and/or a teacher. Very few parents voiced concerns about the program; the most common concern, expressed by four parents who had not recommended the program, was that the program might interfere with school work.

It may be concluded that most of the parent sample supported the concept of co-operative education and had, therefore, recommended or encouraged their son/daughter to select the program. Although relatively few

concerns were expressed, results suggest that where concerns exist they may relate to possible interference of the program with students' school work.

Recommendations

1. That the goals of the program be retained as currently identified, with the exception that "to assist students to focus, reinforce, and/or change plans for post-secondary education" be changed to "to assist students to focus, reinforce, and/or change plans for future education".

2. That findings pertaining to program goals, particularly with regard to students' reasons for taking part in the program, be circulated to all teachers so that they may be made aware of the importance students attach to different reasons for participating in the program. For the majority of teachers, this information may suggest a need for greater emphasis in assisting students to clarify their plans for future education.

3. That, in the publicizing of the program, prospective students be made aware of the opportunities to expand on classroom learning through a co-operative education experience; that teachers in collegiate programs be encouraged to place greater emphasis on this aspect of the program; and that publicity efforts directed toward parents emphasize the relationship between school and training station activities so as to alleviate any possible concerns that "work" might interfere with "school".

4. That student motivation toward school at the start of a co-operative education program and the effect of the program on student motivation be investigated. (It is noted that data pertaining to co-operative education students' attitude toward school have already been collected and will be presented in a subsequent report.)

5. That the opportunity for students identified as potential drop-outs to participate in a special co-operative education program (student retention program) be widely publicized among teachers, administrative staff, and guidance staff throughout the system.

Summary of Results, Conclusions, and Recommendations
Pertaining to Program Procedures

Program Publicity

To what extent are teachers involved in promoting the program among students and what types of methods are being used? From what source(s) have students and their parents found out about the co-operative education program?

Results and conclusions.

1. The large majority (84%) of co-operative education teachers reported having been at least somewhat involved in publicizing the program among students. Most of these teachers indicated that they had used the following methods in publicizing the program:

- (a) preparing course descriptions for the student handbook
- (b) outlining the program to students during a formal class visit
- (c) encouraging other teachers to promote the program
- (d) encouraging student services staff to promote the program

2. It appears that teachers' efforts in publicizing the program have been successful, based on the finding that students found out about the program from teachers more than from any other source.

3. The finding that only about one-third of students had found out about the program from school course selection booklets and/or guidance counsellors indicates that these two sources have not been used effectively in publicizing the program.

4. The finding that the vast majority (86%) of parents found out about the program from their son/daughter and that relatively few parents reported learning about the program directly from a school source suggests that the school system could be more effective in publicizing the program among parents.

5. The finding that the survey represented the first source of information about the program for nine parents suggests that not all parents were made aware of their son's/daughter's participation in the program.

Recommendations.

1. That the co-operative education program be given a higher profile in all course selection booklets and that detailed information about the program be provided in these booklets.

2. That up-to-date, detailed information about the program be provided to guidance counsellors so that they may be in a position to advise students effectively.

3. That principals and co-operative education teachers be encouraged to prepare information items about the program and incorporate these materials into school newsletters and other school publications. In addition, they should make effective use of any centrally prepared materials.

4. That general information about the program and its goals be provided to parents and students during curriculum nights, Grade 8 parents' nights, and other scheduled evening sessions.

5. That a policy be established whereby informed parental/guardian consent be a requirement for participation in the program. This recommendation is viewed as a high priority.

Selection of Students

Are teachers able to accommodate in their co-operative education programs all students who apply? What type of student is currently involved in the program? What criteria, if any, are currently being used for student selection? Do teachers perceive a need for a standardization of student selection procedures? What type of students do teachers feel can be incorporated successfully into the program?

Results and conclusions.

1. Thirty-two per cent of teachers reported having been unable to accommodate all students who had applied to take part in the program. Although no data are available to suggest why teachers had rejected students, results indicated that at least 128 students who had applied this year were not accommodated in the program.

2. In examining data obtained from both the group of co-operative education students (except re-entry) and the control group of students, it was observed that 90 per cent of collegiate students were in Grade 12; within the secondary schools, half the students were in Grade 11 and half were in Grade 12; within the vocational schools, 33 per cent of the students were in Grade 11 and 56 per cent were in Grade 12.

Eighteen per cent more women were enrolled in collegiate co-operative education programs than would be expected on the basis of total population figures. While significantly more males were enrolled in secondary school co-operative education programs than expected, the difference between the observed and expected, nine per cent, was small. The percentage of male and female vocational school students enrolled in the co-operative education program was almost identical to total population figures.

In examining the marks students' reported receiving in the year prior to their participation in the co-operative education program, it was observed that the marks of collegiate students were normally distributed. In contrast, the last year's marks of the majority of secondary (69%) and vocational students (63%) were in the upper ranges (between 70 and 100). Total population figures were not readily available for comparison purposes.

Within the collegiates it was observed that a significantly higher proportion of students were taking their English and mathematics courses at the general level as opposed to the advanced level than expected on the basis of total population figures.

3. A standard set of criteria for selecting students is used by 48 per cent of co-operative education teachers. While most teachers (82%) do not consider academic average as a criterion in the selection of students, a large percentage (70%) do limit their selection of students to those students who are highly interested in entering the world of work.

Consistent with results regarding the grade level of students enrolled in the program were the findings that most collegiate teachers required students to have earned 21-26+ credits, whereas most secondary and vocational school teachers required only 14-20 credits to have been earned or did not consider number of earned credits in their selection of students.

There was considerable variation among co-operative education teachers in their use of attendance, punctuality, attitude toward school, and "ambassadorial" qualities as criteria for selection of students.

It may be concluded from these findings that, while some similarities in the use of different criteria in student selection exist, for the most part, current selection procedures vary considerably.

4. Most teachers (79%) were opposed to the institution of a standardized selection procedure for individual co-operative education programs across Scarborough. Only nine per cent of teachers supported this type of procedure.

5. Teachers' opinions about the type of student that could be incorporated successfully into the program paralleled quite closely their descriptions of current selection criteria as described previously. The only exception to this pattern pertained to number of credits. Whereas the majority of teachers (69%) expressed the opinion that students with 14-20 credits (i.e., a student who has completed Grade 10 credits) could be successfully incorporated into the program, only 18 per cent of teachers currently permitted students with this number of credits to participate.

Recommendations.

1. That reasons for limiting student participation in the program be studied further.

2. That general guidelines for student participation in the program be established, with an aim toward promoting greater consistency among teachers in their selection of students.

3. That consideration be given to expanding the program to include a greater number of Grade 11 students (i.e., students with fewer than 21 credits). (It is noted that this recommendation is based solely on teachers' perceptions that Grade 11 students can be successfully incorporated into the program. While there appears to be a need to determine what type of student can benefit most from a co-operative education experience, it was the opinion of the sub-committee that a study of this nature would be best carried out by the Ontario Ministry of Education.)

Number of Credits Awarded to Students

How many credits do teachers in the various programs award to students? Is there consistency in the number of credits awarded to students in similar programs?

Results and conclusions.

There was some evidence of confusion on the part of teachers in responding to a question regarding the number of credits being earned by students in their program. Since there were concerns about the reliability of the data obtained, no results were reported on, nor was it possible to draw conclusions about, the number of credits currently awarded to students or the consistency in awarding of credits across programs. However, in recognition of the need to ensure such consistency in the future, an appropriate recommendation was formulated.

Recommendation.

1. That, in an attempt to achieve uniformity, programs be structured to enable students to receive the maximum number of credits for time spent at a training station.

Selection of Training Station Placements

To what extent are students, teaching staff, and employers involved in the selection of appropriate training station placements for students? How satisfactory are current procedures perceived to be by the three above-named groups? How satisfied are students with the training stations to which they have been assigned?

Results and conclusions.

1. Findings suggest that teachers have been actively involving students in the selection of appropriate training station placements.

Specifically, a large majority of students reported that they had had the opportunity to discuss at school the type of training station to which they would be assigned (80%) and that they had been provided with the opportunity of having an interview with an employer before starting to work at a training station (85%).

2. While a large majority (86%) of students perceived interviews with employers to have been at least somewhat helpful in determining the appropriateness of training station placements, it was noted that only 43 per cent of students perceived the interview to have been very helpful. These findings suggest that the full potential of interviews with employers in helping students decide about the appropriateness of a training station placement is not being maximized in many cases.

3. Eighty-six per cent of students indicated that they were satisfied or very satisfied with the training station to which they had been assigned, suggesting that current procedures for the selection of training station placements are proving successful from the perspective of students.

4. Students who had had the opportunity to discuss at school the type of training station to which they would be going were more likely to have been satisfied with training station placements than students who had not had this opportunity. This finding stresses the importance of teacher-student discussions prior to the selection of a training station placement.

5. The major source of student dissatisfaction with training station placements was attributed to the type of work to which students were assigned. This finding suggests that clarification of the type of work to be assigned prior to the start of training may prove helpful in ensuring student satisfaction with training station placement.

6. Teachers perceived pre-placement interviews with students and teacher visits to a new training station to be very important but placed slightly greater priority on the former. Teachers' perceptions of the importance of each of these activities was reflected in the extent to which they were actually carried out. Specifically, while 75 per cent of teachers reported interviewing all or almost all of their students prior to placement, only 57 per cent of teachers reported interviewing personnel in all or almost all companies prior to placement of students.

7. The vast majority (92%) of teachers expressed satisfaction with their degree of involvement in the selection of training stations for their students.

8. Approximately half of the respondents to the employer questionnaire reported that they were currently involved in the selection of students for their organization. Of those who were not involved, 51 per cent indicated that they would like to be more involved; of those who were already involved in student selection, 35 per cent indicated that they wanted greater involvement. The most commonly endorsed methods for increasing involvement in student selection were discussion with the teacher prior to placement and interview with the student for final approval.

Recommendations.

1. That teachers continue to arrange for student interviews with employers in order to clarify for the student the nature of the work he/she will be doing and the expectations of the employer. Furthermore, in order to maximize the potential of student-employer discussions, it is recommended that teachers encourage students to ask employers relevant questions during the course of the interview.

2. That teachers continue to place a high priority on the interviewing of students prior to placement.

3. That each co-operative education teacher who is responsible for student placement visit a new training station prior to the placement of a student. This recommendation is intended not only to ensure the suitability of a training station but also to ensure that teachers are thoroughly familiar with a training station and that discussions with students about placement are as productive as possible.

4. That teachers offer employers greater opportunity to become involved in the selection of students for their organization, with the recognition that the degree of involvement in student selection desired by employers may vary considerably.

Scheduling

What are the benefits or disadvantages of the different co-operative education schedules from the point of view of students, teachers, and employers?

Results and conclusions.

Examination of scheduling effects was, for the most part, limited to the alternate days, full school year schedule and the ten-week block schedule because very little data were available for any other schedule.

1. Both the alternate days, full school year schedule and the ten-week block schedule were perceived to have similar advantages and disadvantages by students currently using these schedules. Advantages of each schedule largely outweighed disadvantages. Specifically, collegiate students using the alternate days, full school year schedule and those students (mostly secondary and vocational school students) using the ten-week block schedule perceived

advantages to their schedules with regard to the following:

- (a) opportunity to get to know other employees
- (b) time to develop job skills
- (c) opportunity to feel as if they "belong" in the company
- (d) (few) transportation problems
- (c) providing an idea of what a full-time job would be like
- (d) (little) upset in family routine

In response to open-ended questions, collegiate students also frequently indicated that the alternate days, full school year schedule provided variety to their schooling.

The major disadvantage perceived by 58 per cent of those students using the alternate days, full school year schedule and 41 per cent of those using the ten-week block schedule pertained to the lack of opportunity to take part in after-school activities.

Students using each of these two schedules varied in their opinions about the extent to which their schedules permitted them the opportunity to feel as if they "belonged" in school. They were similarly divided in their opinions about the extent to which their respective schedules left them time to hold part-time jobs.

2. The majority of teachers (79%) expressed satisfaction with their co-operative education schedule. Of those teachers who were dissatisfied, only two indicated that an alternative schedule would better meet their own needs and the needs of their students.

While 39 per cent of teachers indicated that their schedule had created problems for them as teachers, no one schedule was associated with problems

more so than any other. The most frequent problem reported by teachers pertained to insufficient time for the implementation of their program.

3. Employers whose students were on an alternate days, full school year schedule perceived that schedule to have many of the same advantages as did employers whose students were on a ten-week block schedule. Specifically, both groups of employers saw advantages to the two schedules with regard to the following:

- (a) opportunity to get to know the student
- (b) time for students to develop job skills
- (c) opportunity for students to feel as if they "belong" in the company
- (d) (few) transportation problems
- (e) rarely results in absences because of student participation in after-school activities
- (f) rarely results in absences because of student commitment to part-time jobs

In addition, both groups of employers were of the opinion that their students were provided with a good idea of what a full time job would be like. However, results suggested that employers whose students were on a ten-week block schedule felt that this schedule provided students with a better idea of what a full time job would be like than did employers of students on an alternate days, full school year schedule.

Relatively few employers mentioned that they had encountered problems with their schedule. The most common problem, cited by approximately 10 per cent of employers whose students were on an alternate days, full school year schedule, pertained to the lack of continuity inherent in the alternate days schedule.

In examining employers' scheduling preferences, it was observed that the majority of employers preferred the schedule that they were currently using to any other schedule. However, it was noted that more employers were satisfied with the ten-week block schedule (90%) than with the full day, every other day, full school year schedule (69%).

It may be concluded that, while both the alternate days, full school year schedule and ten-week block schedule have many similar advantages and while most employers currently using these schedules do not want to change to another schedule, more employers are satisfied with the ten-week block schedule than with the alternate days, full school year schedule.

Recommendation.

1. That teachers inform students that they may, by mutual agreement with the employer, take time away from their regularly scheduled training station hours to participate in after-school activities.

Schools' Supervision and Monitoring of Students

Who is involved in the monitoring/supervision of students? How much time is allotted to school staff for monitoring/supervision of students? How well prepared are students for their training station involvement? How much time is required by teachers for training station visits? How often do teachers visit students at their training stations? What are teachers' opinions about the ideal frequency of training station visits? Are the frequency and duration of training station visits perceived to be adequate from the perspective of students? How often do teaching staff and employers discuss student progress, and is the frequency of these discussions deemed to be appropriate by employers? What is the frequency of occurrence of the various supervisory activities? What type of supervisory activities would students like to see occur more frequently or less often? Does the frequency of occurrence of different supervisory activities as reported by teachers and students meet minimum acceptable standards as established by central office co-operative education staff? What type of supervisory activities are perceived as most helpful by teachers and students? Are there other issues that students would like to have the opportunity to discuss on a regular basis with their teachers? In the event of problems arising at the training station, are adequate supervision and/or resources available to the student for resolving problems? Overall, how satisfied are students with the supervision they have received from their teachers?

Results and conclusions.

1. The large majority (84%) of collegiate students reported being supervised exclusively by their co-operative education teacher. However, significant differences between students in different types of collegiate programs were observed. Specifically, it was noted that 41 per cent of collegiate re-entry students reported being supervised by both their "subject" teacher and their co-operative education teacher.

Approximately 50 per cent of secondary and vocational school students reported being supervised exclusively by their co-operative education teacher; the remainder indicated that they were supervised by their subject teacher or by both their subject teacher and their co-operative education teacher.

2. Although more than a third of teachers reported receiving special timetabling considerations (e.g., exemption from on-call supervision), the large majority (89%) of teachers involved in the program between September and December, 1981, nonetheless reported spending extra hours (i.e., in addition to their timetable allotment) on the co-operative education program. Results indicated that teachers spent 4.34 extra hours per five training station days. In addition, it was noted that 50 per cent of the eighteen co-operative education teachers who had a department supervision period reported using this period frequently or very frequently for the co-operative education program.

Findings regarding timetabling allotments suggest that most teachers require more time for the operation of their programs than is allotted in their timetables.

3. Employers perceived students' understanding of the importance of 12 behaviours identified for study to have been better than average at the start

of training. The 12 behaviours were:

- (a) punctuality
- (b) regular attendance
- (c) completing assignment log
- (d) meeting job deadlines
- (e) showing initiative
- (f) establishing a positive relationship with the employer
- (g) producing work of good quality
- (h) producing an acceptable quantity of work
- (i) observing safety regulations
- (j) establishing a positive relationship with other employees
- (k) suitable dress
- (l) proper use of equipment

These findings suggest that students' are well prepared at the start of their training insofar as an understanding of the importance of these 12 behaviours can be construed as an index of preparedness.

4. Investigation of the extent to which students were provided with relevant information at the start of training revealed that at least 83 per cent of students were provided, where applicable,¹ with seven of the nine information items identified for study. These seven items are listed below in conjunction with the principal source(s) of information identified by students:

¹All items except payment policy were considered to be applicable to all students.

<u>Information Item</u>	<u>Principal Source of Information for Students</u>
Hours of work	Company supervisor
Lunch breaks and/or coffee breaks	Company supervisor
Method of reporting absences	Teacher and company supervisor
Punctuality	Teacher and company supervisor
Payment policy	Company supervisor
Course credits	Teacher
Method of evaluation	Teacher

In contrast to the information items listed above, only 68 per cent of students reported having been informed about dress code, and only 63 per cent of students indicated that they had been informed about safety regulations. Of those students who had been informed about these two items, company supervisors served as the principal source of information.

These results indicate that the vast majority of students have been well prepared for training insofar as they have been provided with seven of the nine information items described above. Results suggest that more students need to be provided with information about dress code and safety regulations.

5. While there was considerable variation among teachers who were involved in the program between September and December, 1981, in terms of their estimates of time required to visit a training station, the most common responses were one hour (30%) and 45 minutes (24%).

6. There was a great deal of consistency in the frequency of visits to training stations by teachers on a ten-week block schedule. Almost all these teachers reported visiting students either once a week or once every two weeks, which appears to have been sufficient from the perspective of students.

There appears to have been less consistency in the frequency of visits by teachers on an alternate days, full school year schedule. While most

students on an alternate days, full school year schedule were being visited at least once a month, as many as 36 per cent were being visited less frequently; many of these students deemed this to be insufficient. From the perspective of students and teachers, the ideal frequency of teachers' visits to the training station of students on an alternate days, full school year schedule appears to be in the range of once every three weeks to once per month.

7. Wide variations in duration of teachers' visits to students' training stations were observed. Results failed to show any clear-cut pattern regarding student satisfaction with visits of specific durations, suggesting that individual differences may play an important role in determining appropriate length of visits.

8. The majority (79%) of employers responding to the survey indicated that discussions of student progress with the liaison teacher occurred often enough. Results revealed that there was considerable variation in the actual frequency of these discussions and in employers' opinions about frequency. It may be concluded that guidelines regarding ideal frequency of teacher-employer discussions about student progress would be difficult to establish on the basis of employers' needs, as these appear to vary considerably.

9. The frequency of occurrence of the 16 supervisory activities identified for study varied as a function of both the type of school and the type of program in which the student was involved. Table VII.2 summarizes those supervisory activities identified for more frequent review by six different groups of students. It can be seen that four or more groups expressed a desire for more frequent review of:

- (a) samples of their work
- (b) career (job) goals

TABLE VII.2

A SUMMARY OF SUPERVISORY ACTIVITIES IDENTIFIED FOR MORE
FREQUENT REVIEW BY SIX GROUPS OF STUDENTS

Supervisory Activities	Group ^a					
	1	2	3	4	5	6
Review of:						
Students' assignment logs						
Punctuality at students' training stations						
Meeting of job deadlines		X	X	X		
Samples of students' work	X	X	X	X		X
Students' relationship with their employers						
Quality of students' work at their training stations		X		X		
Attendance at the training station						
Students' career (job) goals	X		X	X		X
Students' efforts at their training stations (How hard they try)			X			X
Amount of work accomplished by students at their training stations			X		X	X
Students' relationship with other employees				X		
Dress at the training station						
Relationship between students' school work and training station activities		X	X	X		X
Problems students have encountered at their training stations		X	X	X	X	
Proper use of equipment at students' training stations	X	X	X			
Evaluation of students' general progress		X				

- ^a
- 1 = Secondary school students
 - 2 = Vocational school students
 - 3 = Collegiate business education students
 - 4 = Collegiate technical education students
 - 5 = Collegiate re-entry students
 - 6 = Collegiate community involvement students

(c) relationship between their work and training station activities

(d) problems encountered at their training station

Table VII.3 indicates which supervisory activities were perceived by students and teachers to have met minimum acceptable frequency of occurrence levels as defined by central office staff. Results clearly show that more frequent review of students' assignment logs and more frequent review of the relationship between students' school work and training station activities is required if minimum acceptable frequency is to be achieved. While results indicate that career goals have been reviewed by most groups of teachers at the minimum acceptable frequency, findings reported earlier suggest that reviewing career goals "sometimes" is insufficient from the perspective of most students. The apparent discrepancy between students' and teachers' perceptions of the frequency of review of quality of work at the training station and evaluation of students' general progress suggests that students' and teachers' ideas about the definition of "frequently" may be at variance or, alternatively, that students and teachers have different ideas about what constitutes a review in these areas.

It may be noted that collegiate academic students are not included in Tables VII.2 and VII.3 because a large percentage of academic students indicated that most of the activities did not apply to them. This finding suggests that, for this particular group of students, the appropriateness of the different supervisory activities should be explored further.

10. Table VII.4 summarizes those activities perceived to be most helpful by students and teachers. While there is considerable variation among groups, it can be seen that both teachers and students in at least four out of

TABLE VII.3

SUMMARY OF SUPERVISORY ACTIVITIES PERCEIVED AS OCCURRING
AT MINIMUM ACCEPTABLE FREQUENCY BY SEVENTY PER CENT OR MORE
OF SIX GROUPS OF TEACHERS(T) AND STUDENTS(S)

Supervisory Activities	Minimum Acceptable Frequency	Group ^a					
		1	2	3	4	5	6
Review of:							
Students' assignment logs	Frequently					T	
Quality of students' work at their training stations	Frequently	T	T			T	T
Students' career (job) goals	Sometimes	T S	T S		T S	T S	T S
Relationship between students' school work and training station activities	Frequently						
Evaluation of students' general progress	Frequently		T	T	T	T	T

- ^a 1 = Secondary school programs
 2 = Vocational school programs
 3 = Collegiate business education program
 4 = Collegiate technical education program
 5 = Collegiate re-entry program
 6 = Collegiate community involvement program

TABLE VII.4

PERCEIVED HELPFULNESS OF 16 SUPERVISORY ACTIVITIES:
A SUMMARY OF THE THREE TOP-RANKING^a ACTIVITIES
AS IDENTIFIED BY SIX GROUPS OF TEACHERS(T) AND STUDENTS(S)

Supervisory Activities	Group ^b					
	1	2	3	4	5	6
Review of:						
Students' assignment logs						
Punctuality at students' training stations	T	T				
Meeting of job deadlines		S			T	
Samples of students' work					S	T
Students' relationship with their employers	T	T		T		T
Quality of students' work at their training stations	S			S		T S
Attendance at the training station	T		T	T	T	
Students' career (job) goals	S		S	S	S	S
Students' efforts at their training stations (How hard they try)	T S	T S			T S	T
Amount of work accomplished by students at their training stations						T
Students' relationship with other employees		T S				
Dress at the training station						
Relationship between students' school work and training station activities						
Problems students have encountered at their training stations	T		T S	T		T
Proper use of equipment at students' training stations						
Evaluation of students' general progress	T S	T	T S	T S	T	T S

^a Activities were rank-ordered on the basis of mean ratings. Groups for which more than three activities are identified represent instances of tied ranks.

- ^b
- 1 = Secondary school programs
 - 2 = Vocational school programs
 - 3 = Collegiate business education program
 - 4 = Collegiate technical education program
 - 5 = Collegiate re-entry program
 - 6 = Collegiate community involvement program

six groups perceived evaluation of students' general progress to be a top-ranking item. There was greatest agreement among different groups of students about the importance of reviewing career goals, which, interestingly did not appear as a top-ranking activity for any group of teachers. Four out of six groups of teachers agreed upon the importance of reviewing students' relationship with their employers, attendance, students' efforts at their training stations, and problems encountered by students at their training stations.

11. Results suggested that the 16 supervisory activities identified in this study included most topics that students wanted to review with their teachers.

12. While results indicated that quite a few students (26%) had encountered problems at their training station, the finding that 75 per cent of students had resolved their problems and an additional 11 per cent acknowledged that there was no solution to their problems, suggests that adequate supervision and/or resources are available to students for resolving problems. It was noted that the most common problem cited by students was related to the type/nature of work to which they had been assigned. (This problem was also identified in the examination of training station placements.)

13. Overall, the large majority (84%) of students expressed satisfaction with the supervision they had received from their teachers.

Recommendations.

1. That the amount of time allotted to teachers for operating their co-operative education programs be reviewed further and that any subsequent study of this topic involve not only teachers but also principals.

2. That the importance of discussing appropriate dress and safety regulations with all students participating in the program be clearly conveyed to co-operative education teachers.

3. That guidelines regarding frequency of teachers' visits to students' training stations be established. (Results of this study suggest that a minimum requirement of once every two weeks for students on a ten-week block schedule and once every three to four weeks for students on an alternate days, full school year schedule may be appropriate.)

4. That, in addition to the general publicizing of this report, specific information be provided to teachers of each program regarding the work-related topics that their students wanted reviewed more often (see Table VII.2) and the topics students found most helpful to have reviewed (see Table VII.4).

5. That guidelines regarding supervisory activities be established with regard to the following:

(a) topics to be discussed with the student by the monitoring teacher

(b) frequency of these discussions

In establishing these guidelines, it is suggested that special attention be given to examining the appropriateness of the various topics for students in collegiate academic programs.

Role of Central Office Staff

How satisfied are teachers with the current level of central office staff involvement? To what extent do teachers perceive a need for the involvement of central office staff in student selection, monitoring of students, and the locating of training stations? In what other areas do teachers desire increases or decreases in the degree of central office staff involvement?

Results and conclusions.

1. The majority (75%) of teachers expressed satisfaction with the current level of central office staff involvement in the co-operative education program. Specifically, teachers indicated that they would like to see a great deal of involvement of central office staff in locating training stations for students. They expressed little need for central office staff involvement in the interviewing of students to determine suitability for the program or in the monitoring of students.

2. In responding to open-ended questions, teachers indicated that they would like to see greater or improved central office staff involvement in the following areas:

- (a) publicizing the program
- (b) appropriate scheduling of in-school staff
- (c) standardizing and co-ordinating the program
- (d) obtaining "out of the ordinary" or "difficult" training stations
- (e) providing resource materials/aids to teachers
- (f) improving central office record-keeping
- (g) providing support to teachers in setting up new programs
- (h) assisting in school-employer liaison
- (i) supporting/encouraging of teachers in general

Recommendations.

1. That central office staff retain their current role of assisting teachers to locate appropriate training stations for students and that teachers retain responsibility for the interviewing and monitoring of students.

2. That the role of central office staff in the following areas be reviewed:

- (a) publicizing the program
- (b) appropriate scheduling of in-school staff
- (c) standardizing and co-ordinating the program
- (d) obtaining "out of the ordinary" or "difficult" training stations
- (e) providing resource materials/aids to teachers
- (f) improving central office record-keeping
- (g) providing support to teachers in setting up new programs
- (h) assisting in school-employer liaison
- (i) supporting/encouraging of teachers in general

Communication With Employers

Are employers adequately informed about the individual students assigned to their organization? What type of information about students and their in-school programs do employers find useful to receive? How well have participating organizations been informed of their responsibilities by the school? Overall, how satisfied are participating organizations with the communication between themselves and the school?

Results and conclusions.

1. More than 65 per cent of employers indicated that the six information items listed below would be useful to receive. However, it was noted that relatively low percentages of employers reported having been provided with the last three items. The six information items and percentage of employers who reported having been provided with each were as follows:

- (a) sex of students (85%)
- (b) age of students (67%)
- (c) subjects or program taken by students (64%)
- (d) students' relevant skills (54%)
- (e) students' training station expectations (40%)
- (f) students' career goals (36%)

While it may be concluded that all six items listed above should be provided to employers, "sex of students" may constitute discriminatory information. It is therefore suggested that this latter information item not be included among information items provided to employers.

2. Results indicated that participating organizations had been adequately informed about most of their responsibilities. Three exceptions were noted:

- (a) to inform students about company safety procedures (42 per cent of employers who responded to the survey were not at all informed or were poorly informed about their responsibility in this area)
- (b) to report student absences to the school (at least 20 per cent of employers were not at all informed or were poorly informed about their responsibility in this area)
- (c) to prepare a training program in co-operation with the school (at least 26 per cent of employers were not at all informed or were poorly informed about their responsibility in this area)

3. Ninety-one per cent of employers indicated that they were satisfied with the overall communication between themselves and the school.

Recommendations.

1. That, given parental consent, teachers provide information to employers about each of the following: age of students, subjects or program taken by students, students' relevant skills, students' training station expectations, and students' career goals.

2. That teachers continue to outline to employers all their responsibilities as participants in the program with special emphasis on the three responsibilities noted in #2 above (i.e., to inform students about company safety procedures, to report student absences to the school, and to prepare a training program in co-operation with the school).

Communication With Parents

Have parents been adequately informed about the program in which their son or daughter is enrolled? Have parents been adequately informed about the progress of their son/daughter in the program?

Results and conclusions.

1. While a slight majority (59%) of parents indicated that they were satisfied with the information provided to them about their son's/daughter's program, a sizeable percentage of parents (38%) expressed dissatisfaction with the information provided. In fact, 33 per cent of parents indicated that they had not received any information from the school. Results clearly indicate that many parents have not been adequately informed about the program.

2. Findings suggested that parents would like to receive information about location of the organization, schedules (hours of work as well as number of in-school and out-of-school days), payment policy, credits, type of work, and methods of evaluation. Although, not strictly speaking, program information, a small number of parents also expressed a desire for additional information regarding career opportunities and apprenticeships.

3. While a slight majority (56%) of parents reported that they had been informed of the progress of their son/daughter, 43 per cent of parents indicated that no progress reports had been received. Furthermore, it was noted that, while 71 per cent of parents who had received progress reports found these to have been informative or very uninformative, 24 per cent responded to the contrary. Report cards represented the most common method of reporting progress.

Recommendations.

1. That greater efforts be expended toward informing parents about the program in which their son/daughter is involved. Consideration should be given to providing information about the location of the organization, the student's schedule, payment policy, credits, type of work, and methods of evaluation.

2. That copies of students' training station evaluation reports be forwarded to parents, along with regular report cards, to keep parents informed of their son's/daughter's progress.

Summary of Results, Conclusions, and Recommendations
Pertaining to Future Program Development Activities

Influences of Parental Background on Student
Selection of the Co-operative Education Program

What is the influence of parental occupation and previous exposure to work experience programs on student selection of the co-operative education programs as a subject option?

Results and conclusions.

1. The occupational background of parents, as characterized by white collar versus blue collar classifications, did not influence parental recommendation of the program.

2. Parents who had had previous exposure to work-experience programs were more likely to have recommended or encouraged participation in the program than those who had not had this exposure. However, this finding was viewed to be of limited practical significance since the percentage of parents who recommended the program but who indicated that work experience programs were not offered in the country in which they were educated was also very high (73%).

Recommendation.

1. That, given the lack of evidence regarding the need for selective publicity of the program among parents, efforts be directed toward increasing all parents' awareness of the program.

Attitude of School Staff toward the Program

What do teachers who are involved in the co-operative education program perceive the attitude of other school staff to be toward this program?

Results and conclusions.

1. Results indicated that co-operative education teachers perceived their own principal, vice-principal(s), department head, and department colleagues to have a positive or very positive attitude toward the program. Relatively few (10 per cent or fewer) teachers perceived staff in their own schools, from any of the above-mentioned groups, to have a negative attitude toward the program.

Most teachers were either unsure about the attitude of colleagues in other departments and heads of other departments, or perceived the attitude of these individuals to be positive or neutral. However, it was noted that 15 per cent of co-operative education teachers perceived the attitude of heads of other departments to be negative, and 20 per cent perceived the attitude of colleagues in other departments to be negative.

It may be concluded that, while the percentage of teachers who perceived other school staff to have a negative attitude toward the program was very low, negative attitudes appear to occur more frequently in departments not involved in the program. No teachers perceived colleagues within their own departments to have a negative attitude toward the program; only two teachers reported a negative attitude on the part of their own department head.

Recommendation.

1. That departments offering co-operative education programs make concerted efforts to publicize the perceived benefits of the program among all school staff.

Reasons for Teachers' Involvement in the Program

What are teachers' reasons for becoming involved in the program? How many teachers are prepared to continue their involvement in the program? What are teachers' reasons for continuing or deciding not to continue in the program?

Results and conclusions.

1. Co-operative education teachers most commonly reported that they had become involved in the program because they believed in its basic philosophy and because they perceived the program to be of benefit to students.

2. An overwhelming majority (95%) of experienced co-operative education teachers indicated that they would like to continue their involvement in the program again next year. Teachers' reasons for deciding to continue in the program were related most commonly to their perceptions of the program as a valuable educational concept, the personally rewarding aspects of the program, and their desire to continue developing and improving their programs. The two teachers who did not want to continue their involvement in the program both indicated that they found it difficult to operate their programs given the amount of time available to them. One of these teachers also expressed concern about lack of support from school administration.

It may be concluded from these findings that teachers' experiences in the program confirmed their expectations of the educational benefits of the program. Concerns about the program, expressed by teachers who were unwilling

to continue in the program, revolved around teacher-oriented problems (e.g., insufficient time to operate program).

Recommendations.

The findings pertaining to reasons for teachers' involvement in the program support an earlier recommendation for a further review of teachers' timetable allotments. No new recommendations were formulated.

Reasons for Employers' Involvement in the Program

What are employers' reasons for becoming involved in the program? In what ways, if any, and to what extent have employers found participation in the program to have been of benefit to their own organization? How many employers who are currently involved in the program are prepared to continue their involvement? For those who do not wish to continue, what are their reasons?

Results and conclusions.

1. In responding to a structured list of questions, 91 per cent of employers indicated that they had become involved in the program to help students understand the world of work. Slightly more than half of the respondents also indicated that they had become involved in the program to become acquainted with a future source of employees and as a public relations measure. In responding to an open-ended question, slightly more than 10 per cent of employers indicated that they had become involved in the program because of the direct assistance that would be provided to their organization.

2. The large majority (80% or more) of employers seeking specified outcomes felt that their expectations had been realized. Many employers who claimed not to have expectations of the specified outcomes were also noted to have derived benefits; these included becoming acquainted with a source of future employees, obtaining a better understanding of in-school training

programs, and obtaining a better understanding of students and their attitudes.

3. Ninety-one per cent of respondents to the employers' questionnaire indicated that they were prepared to continue their involvement in the program. Only four respondents (2%) were unwilling to continue their involvement in the program, citing as reasons the difficulty of fitting students into their operation, an unsuitable schedule, and hiring of a new employee for the job previously assigned to a student. The remaining respondents (7%) were undecided about continuing in the program.

Recommendations.

1. That teachers and central office staff who are involved in locating training stations for students be well informed of employers' reasons for becoming involved in the program and of the benefits employers in this study derived from participation in the program. It is suggested that this information may be communicated to prospective employers.

2. That, where there is dissatisfaction on the part of participating employers, teachers consult with central office staff with a view toward jointly resolving problems.

Union Attitude Toward the Program

What is the formal position of the Ontario Federation of Labour on co-operative education?

Results and conclusions.

1. A recent position paper of the Ontario Federation of Labour (1980) indicated that this body endorsed co-operative education, albeit with certain guidelines, and encouraged its affiliates and labour councils also to recognize the program.

2. The Ontario Federation of Labour has established nine criteria for its labour councils to use in evaluating prospective programs. A review of these criteria in relation to Scarborough Board of Education policies suggested that Scarborough policies are consistent with the Ontario Federation of Labour's guidelines.

Recommendations.

1. That all staff involved in the locating of training stations be made aware of the Ontario Federation of Labour's position paper on work experience programs. It is also suggested that staff be well informed as to the ways in which Scarborough policies are consistent with the criteria established by the Ontario Federation of Labour for union involvement in work experience programs.

Additional Concerns and Recommendations

During the course of the study, a number of concerns were raised which, while only indirectly related to the present evaluation, were nonetheless deemed by the sub-committee to be worthy of attention. These concerns have been translated into four additional recommendations as follows:

1. That consideration be given to establishing a regular, on-going evaluation as part of the co-operative education program.

2. That schools ensure that an effective record-keeping system is in effect so that information about training station placements, schedules, and student progress is readily available.

The remaining two recommendations are directed toward the Ontario Ministry of Education.

3. That the Ontario Ministry of Education clarify its channels of **communication** for boards which are operating co-operative education programs.

4. That the Ontario Ministry of Education carry out a research study to determine what type of student can benefit most from a co-operative education experience.

Summary of Recommendations

For the convenience of the reader, a list of all recommendations generated by the sub-committee is provided.

1. That the goals of the program be retained as currently identified, with the exception that "to assist students to focus, reinforce, and/or change plans for post-secondary education" be changed to "to assist students to focus, reinforce, and/or change plans for future education".

2. That findings pertaining to program goals, particularly with regard to students' reasons for taking part in the program, be circulated to all teachers so that they may be made aware of the importance students attach to **different** reasons for participating in the program. For the majority of **teachers**, this information may suggest a need for greater emphasis in **assisting** students to clarify their plans for future education.

3. That, in the publicizing of the program, prospective students be made aware of the opportunities to expand on classroom learning through a co-operative education experience; that teachers in collegiate programs be encouraged to place greater emphasis on this aspect of the program; and that publicity efforts directed toward parents emphasize the relationship between school and training station activities so as to alleviate any possible concerns that "work" might interfere with "school".

4. That student motivation toward school at the start of a co-operative education program and the effect of the program on student motivation be investigated. (It is noted that data pertaining to co-operative education students' attitude toward school have already been collected and will be presented in a subsequent report.)

5. That the opportunity for students identified as potential drop-outs to participate in a special co-operative education program (student retention program) be widely publicized among teachers, administrative staff, and guidance staff throughout the system.

6. That the co-operative education program be given a higher profile in all course selection booklets and that detailed information about the program be provided in these booklets.

7. That up-to-date, detailed information about the program be provided to guidance counsellors so that they may be in a position to advise students effectively.

8. That principals and co-operative education teachers be encouraged to prepare information items about the program and incorporate these materials into school newsletters and other school publications. In addition, they should make effective use of any centrally prepared materials.

9. That general information about the program and its goals be provided to parents and students during curriculum nights, Grade 8 parents' nights, and other scheduled evening sessions.

10. That a policy be established whereby informed parental/guardian consent be a requirement for participation in the program. This recommendation is viewed as a high priority.

11. That reasons for limiting student participation in the program be studied further.

12. That general guidelines for student participation in the program be established, with an aim toward promoting greater consistency among teachers in their selection of students.

13. That consideration be given to expanding the program to include a greater number of Grade 11 students (i.e., students with fewer than 21 credits). (It is noted that this recommendation is based solely on teachers' perceptions that Grade 11 students can be successfully incorporated into the program. While there appears to be a need to determine what type of student can benefit most from a co-operative education experience, it was the opinion of the sub-committee that a study of this nature would be best carried out by the Ontario Ministry of Education.)

14. That, in an attempt to achieve uniformity, programs be structured to enable students to receive the maximum number of credits for time spent at a training station.

15. That teachers continue to arrange for student interviews with employers in order to clarify for the student the nature of the work he/she will be doing and the expectations of the employer. Furthermore, in order to maximize the potential of student-employer discussions, it is recommended that teachers encourage students to ask employers relevant questions during the course of the interview.

16. That teachers continue to place a high priority on the interviewing of students prior to placement.

17. That each co-operative education teacher who is responsible for student placement visit a new training station prior to the placement of a student. This recommendation is intended not only to ensure the suitability of a training station but also to ensure that teachers are thoroughly familiar with a training station and that discussions with students about placement are as productive as possible.

18. That teachers offer employers greater opportunity to become involved in the selection of students for their organization, with the recognition that the degree of involvement in student selection desired by employers may vary considerably.

19. That teachers inform students that they may, by mutual agreement with the employer, take time away from their regularly scheduled training station hours to participate in after-school activities.

20. That the amount of time allotted to teachers for operating their co-operative education programs be reviewed further and that any subsequent study of this topic involve not only teachers but also principals.

21. That the importance of discussing appropriate dress and safety regulations with all students participating in the program be clearly conveyed to co-operative education teachers.

22. That guidelines regarding frequency of teachers' visits to students' training stations be established. (Results of this study suggest that a minimum requirement of once every two weeks for students on a ten-week block schedule and once every three to four weeks for students on an alternate days, full school year schedule may be appropriate.)

23. That, in addition to the general publicizing of this report, specific information be provided to teachers of each program regarding the

work-related topics that their students wanted reviewed more often (see Table VII.2) and the topics their students found most helpful to have reviewed (see Table VII.4).

24. That guidelines regarding supervisory activities be established with regard to the following:

- (a) topics to be discussed with the student by the monitoring teacher
- (b) frequency of these discussions

In establishing these guidelines, it is suggested that special attention be given to examining the appropriateness of the various topics for students in collegiate academic programs.

25. That central office staff retain their current role of assisting teachers to locate appropriate training stations for students and that teachers retain responsibility for the interviewing and monitoring of students.

26. That the role of central office staff in the following areas be reviewed:

- (a) publicizing the program
- (b) appropriate scheduling of in-school staff
- (c) standardizing and co-ordinating the program
- (d) obtaining "out of the ordinary" or "difficult" training stations
- (e) providing resource materials/aids to teachers
- (f) improving central office record-keeping
- (g) providing support to teachers in setting up new programs
- (h) assisting in school-employer liaison
- (i) supporting/encouraging of teachers in general

27. That, given parental consent, teachers provide information to employers about each of the following:

- (a) age of students
- (b) subjects or program taken by students
- (c) students' relevant skills
- (d) students' training station expectations
- (e) students' career goals

28. That teachers continue to outline to employers all their responsibilities as participants in the program, with special emphasis on the following three responsibilities:

- (a) to inform students about company safety procedures
- (b) to report student absences to the school
- (c) to prepare a training program in co-operation with the school

29. That greater efforts be expended toward informing parents about the program in which their son/daughter is involved. Consideration should be given to providing information about the location of the organization, the student's schedule, payment policy, credits, type of work, and methods of evaluation.

30. That copies of students' training station evaluation reports be forwarded to parents, along with regular report cards, to keep parents informed of their son's/daughter's progress.

31. That, given the lack of evidence regarding the need for selective publicity of the program among parents, efforts be directed toward increasing all parents' awareness of the program.

32. That departments offering co-operative education programs make concerted efforts to publicize the perceived benefits of the program among all school staff.

33. That teachers and central office staff who are involved in locating training stations for students be well informed of employers' reasons for becoming involved in the program and of the benefits employers in this study derived from participation in the program. It is suggested that this information may be communicated to prospective employers.

34. That, where there is dissatisfaction on the part of participating employers, teachers consult with central office staff with a view toward jointly resolving problems.

35. That all staff involved in the locating of training stations be made aware of the Ontario Federation of Labour's position paper on work experience programs. It is also suggested that staff be well informed as to the ways in which Scarborough policies are consistent with the criteria established by the Ontario Federation of Labour for union involvement in work experience programs.

36. That consideration be given to establishing a regular, on-going evaluation as part of the co-operative education program.

37. That schools ensure that an effective record-keeping system is in effect so that information about training station placements, schedules, and student progress is readily available.

38. That the Ontario Ministry of Education clarify its channels of communication for boards which are operating co-operative education programs.

39. That the Ontario Ministry of Education carry out a research study to determine what type of student can benefit most from a co-operative education experience.

REFERENCES

- Instructional Objectives Exchange. Measures of Attitude toward School, Rev. ed.. Los Angeles: Instructional Objectives Exchange, 1972.
- Ministry of Education, Ontario. Secondary School Diploma Requirements: Circular H.S.1, 1979-81. Toronto, Ontario: Ministry of Education [1979].
- Nie, N. H., Hull, C. H., Jenkins, J. G., Steinbrenner, K. and Bent, D. H. Statistical Package for the Social Sciences, Second ed.. Toronto, Ontario: McGraw-Hill, 1975.
- Ontario Federation of Labour. Statement on Work Experience. Ontario Federation of Labour, 1980.
- Scarborough Board of Education. A Guide for Teaching Co-operative Education (Draft). Scarborough Board of Education, 1982.

APPENDIX A

Student Questionnaires

1. Form A (Collegiates)
2. Form A (Secondary and Vocational)
3. Form B (Collegiates)
4. Form B (Secondary and Vocational)

SURVEY OF CO-OPERATIVE EDUCATION STUDENTS

FORM A

This survey is designed for students who are just starting or who will soon be starting a co-operative education program.

Please remove this identifying page before returning your questionnaire.

SURVEY OF CO-OPERATIVE EDUCATION STUDENTS

(Collegiates)

Introduction

The purpose of this questionnaire is to find out how you feel about school and to obtain your opinions about the world of work. Please answer each question carefully. When you have finished, please put your survey in the envelope provided, seal it, and return it to the teacher in charge. Your questionnaire will be sent to our Research Centre where your answers will be tabulated along with the answers of other students. Please do not put your name on this questionnaire.

Background Information

1. Your school: _____

2. Your sex:

Male ☐ (1)Female ☐ (2)3. What is your present grade? (Check one.)Grade 9 ☐ (1)Grade 10 ☐ (2)Grade 11 ☐ (3)Grade 12 ☐ (4)Grade 13 ☐ (5)4. What kind of marks did you get last year?
(Check one only.)- Mostly below 50 ☐ (1)Mostly 50 - 59 ☐ (2)Mostly 60 - 69 ☐ (3)Mostly 70 - 79 ☐ (4)Mostly 80 - 100 ☐ (5)Not sure ☐ (6)

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[1 2 3 4]

1	1
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[5 6]

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[7 8 9]

[10]

[11]

[12]

5. When did (will) your co-operative education program begin this year? (Check one.)

September, 1981 ☐ (1)
October, 1981 ☐ (2)
November, 1981 ☐ (3)
December, 1981 ☐ (4)
January, 1982 ☐ (5)
February, 1982 ☐ (6)
Other (please specify). ☐ (7)

[13]

6. In which co-operative education program have you been (will you be) involved this year? (Check one only.)

Business Education Program ☐ (1)
Technical Education Program ☐ (2)
Academic Program (e.g., Geology, French) ☐ (3)
Re-entry Program ☐ (4)
Community Involvement Project ☐ (5)
Other (please specify). ☐ (6)

[14]

7. Is this your first, second, or third year in the program? (Check one only.)

First year in the program ☐ (1)
Second year in the program ☐ (2)
Third year in the program ☐ (3)

[15]

8. What is the name of the company with which you have been training this year? (If you have not yet started working at your training station, leave this question blank. If you have been training with more than one company, please list each company.)

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[16 - 19]

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[20 - 23]

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[24 - 27]

9. Circle one number or DK (don't know) beside each level listed below to show the number of courses you are taking at that level this year. If you are not taking any courses at a particular level, circle "0". (The level of each of your courses is shown on your timetable.)

<u>Level</u>		<u>Number of Courses You Are Taking</u>												
Basic Level	(K-Level)	0	1	2	3	4	5	6	7			DK		[28]
General Level	(G-Level)	0	1	2	3	4	5	6	7			DK		[29]
Combined Level	(X-Level)	0	1	2	3	4	5	6	7			DK		[30]
Advanced Level	(A-Level)	0	1	2	3	4	5	6	7			DK		[31]
Scholarship Level	(S-Level)	0	1	2	3	4	5	6	7			DK		[32]

10. At what level are you taking your English course(s) this year?
(Check one.)

Basic Level ☐ (1)

General Level ☐ (2)

Combined Level ☐ (3)

Advanced Level ☐ (4)

Scholarship Level ☐ (5)

Not registered in an English course . . ☐ (6)

Don't know ☐ (7)

[33]

11. At what level are you taking your Mathematics course(s) this year?
(Check one.)

Basic Level ☐ (1)

General Level ☐ (2)

Combined Level ☐ (3)

Advanced Level ☐ (4)

Scholarship Level ☐ (5)

Not registered in a Mathematics course. ☐ (6)

Don't know ☐ (7)

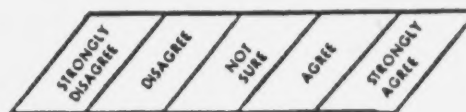
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How You Feel About School

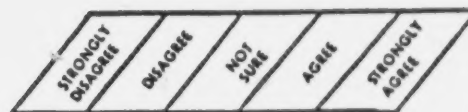
In this section, we are interested in finding out how you feel about school. Please circle the number which shows to what extent you agree or disagree with each of the statements listed below.

Circle 1 if you **STRONGLY DISAGREE** with the statement.
 Circle 2 if you **DISAGREE** with the statement.
 Circle 3 if you are **NOT SURE** about the statement.
 Circle 4 if you **AGREE** with the statement.
 Circle 5 if you **STRONGLY AGREE** with the statement.

Please keep in mind that this is not a test. There are no right or wrong answers to these questions. The important thing is to give the answer that is right for you.



- | | | | | | | |
|---|---|---|---|---|---|------|
| 1. I don't care what mark I get on my school work. | 1 | 2 | 3 | 4 | 5 | [35] |
| 2. Learning new things is not very much fun. | 1 | 2 | 3 | 4 | 5 | [36] |
| 3. I generally look forward to coming to school each day. | 1 | 2 | 3 | 4 | 5 | [37] |
| 4. I am wasting my time at this school. | 1 | 2 | 3 | 4 | 5 | [38] |
| 5. It is clear to me why I shouldn't drop out of school. | 1 | 2 | 3 | 4 | 5 | [39] |
| 6. I do my best in school because I can get ahead in the world with a good education. | 1 | 2 | 3 | 4 | 5 | [40] |
| 7. I hate having to do my homework. | 1 | 2 | 3 | 4 | 5 | [41] |
| 8. What I learn at school will be useful to me later on. | 1 | 2 | 3 | 4 | 5 | [42] |
| 9. I like the challenge of a difficult assignment. | 1 | 2 | 3 | 4 | 5 | [43] |
| 10. School is important to me because I find many of the things I learn in school are useful outside of school. | 1 | 2 | 3 | 4 | 5 | [44] |

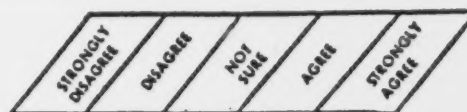


11. Most of my classes in this school are boring.	1	2	3	4	5	[45]
12. School is just a place to keep kids off the street.	1	2	3	4	5	[46]
13. Almost everything I learn in school is dull.	1	2	3	4	5	[47]
14. The main reason I come to school is to learn.	1	2	3	4	5	[48]
15. If I had the choice, I wouldn't go to school at all.	1	2	3	4	5	[49]
16. I like to do my homework.	1	2	3	4	5	[50]
17. School is exciting.	1	2	3	4	5	[51]
18. I have discovered things on my own that were related to some of my school subjects.	1	2	3	4	5	[52]
19. I don't like having to go to school.	1	2	3	4	5	[53]
20. Most school days seem like they will never end.	1	2	3	4	5	[54]
21. My favourite classes, regardless of subject, are those in which I learn the most.	1	2	3	4	5	[55]
22. This school is really helping me to be what I want to be.	1	2	3	4	5	[56]

Opinions About the World of Work

In this section, we are interested in finding out your opinions about the world of work. The statements below describe situations that could apply to many different types of jobs. Thinking about most jobs, circle the number which shows the extent to which you agree or disagree with each statement.

Circle 1 if you STRONGLY DISAGREE with the statement.
 Circle 2 if you DISAGREE with the statement.
 Circle 3 if you are NOT SURE about the statement.
 Circle 4 if you AGREE with the statement.
 Circle 5 if you STRONGLY AGREE with the statement.



- | | | | | | | |
|--|---|---|---|---|---|------|
| 1. Arriving at work on time is very important. | 1 | 2 | 3 | 4 | 5 | [57] |
| 2. If you are behind in your work, it doesn't really matter as long as the job gets done at some time. . . | 1 | 2 | 3 | 4 | 5 | [58] |
| 3. At most jobs, there is a proper way to be dressed. | 1 | 2 | 3 | 4 | 5 | [59] |
| 4. If you are sick and unable to report to work, you should let your supervisor know as soon as possible. | 1 | 2 | 3 | 4 | 5 | [60] |
| 5. If you tell a customer that you will have materials ready for a certain day, being one or two days late will not make a big difference. | 1 | 2 | 3 | 4 | 5 | [61] |
| 6. If you have an important deadline to meet, it doesn't matter how good or bad your work is as long as you meet the deadline. | 1 | 2 | 3 | 4 | 5 | [62] |
| 7. You should try to solve a problem by yourself before asking your supervisor for help. | 1 | 2 | 3 | 4 | 5 | [63] |



- | | 1 | 2 | 3 | 4 | 5 | |
|--|---|---|---|---|---|------|
| 8. Most employers want to see the work get done as quickly as possible. | | | | | | [64] |
| 9. If you do not like a customer, you should do your best to keep from letting him/her know it. | | | | | | [65] |
| 10. You are not likely to learn much from other employees who are doing the same job as yourself. | | | | | | [66] |
| 11. It is important to be friendly to others work. | | | | | | [67] |
| 12. Customers expect your work to be of very good quality. . . | | | | | | [68] |
| 13. If you are feeling tired because you went to bed late, it's all right to miss a day of work. | | | | | | [69] |
| 14. If you have finished all your tasks, you should check to see if there is other work that needs to be done. | | | | | | [70] |
| 15. If customers do something wrong, you should let them know how angry you are. . . | | | | | | [71] |
| 16. You should try to arrange for any doctor's appointments to be after work. | | | | | | [72] |
| 17. If you are unable to solve a problem at work on your own, the best solution is to try to forget it. | | | | | | [73] |
| 18. People generally don't mind if you are ten minutes late for an appointment. | | | | | | [74] |



19. The way you get along with other people is a very important part of most jobs. 1 2 3 4 5 [75]
20. If your supervisor is not the person who pays your salary, he/she will not care how often you are absent from work. 1 2 3 4 5 [76]
21. If you discover that you have given someone the wrong information, you should let that person know as soon as possible. 1 2 3 4 5 [77]
22. Employers don't really expect rules at work to be followed. 1 2 3 4 5 [78]
23. If you are rude to customers, they probably won't come back. 1 2 3 4 5 [79]
24. A supervisor is there not only to make sure that you are doing your job properly but also to give you help when you need it. 1 2 3 4 5 [80]

THANK YOU FOR COMPLETING THIS SURVEY.

SURVEY OF CO-OPERATIVE EDUCATION STUDENTS

FORM A

This survey is designed for students who are just starting or who will soon be starting a co-operative education program.

Please remove this identifying page before returning your questionnaire.

SURVEY OF CO-OPERATIVE EDUCATION STUDENTS

(Secondary and Vocational)

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[1 2 3 4]

Introduction

The purpose of this questionnaire is to find out how you feel about school and to obtain your opinions about the world of work. Please answer each question carefully. When you have finished, please put your survey in the envelope provided, seal it, and return it to the teacher in charge. Your questionnaire will be sent to our Research Centre where your answers will be tabulated along with the answers of other students. Please do not put your name on this questionnaire.

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[5 6]

Background Information

1. Your school: _____

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[7 8 9]

2. Your sex:

Male ☐ (1)Female ☐ (2)

[10]

3. What is your present grade? (Check one.)Grade 9 ☐ (1)Grade 10 ☐ (2)Grade 11 ☐ (3)Grade 12 ☐ (4)Grade 13 ☐ (5)

[11]

4. What kind of marks did you get last year?
(Check one only.)Mostly below 50 ☐ (1)Mostly 50 - 59 ☐ (2)Mostly 60 - 69 ☐ (3)Mostly 70 - 79 ☐ (4)Mostly 80 - 100 ☐ (5)Not sure ☐ (6)

[12]

5. When did (will) your co-operative education program begin this year? (Check one.)

September, 1981 ☐ (1)
 October, 1981 ☐ (2)
 November, 1981 ☐ (3)
 December, 1981 ☐ (4)
 January, 1982 ☐ (5)
 February, 1982 ☐ (6)
 Other (please specify). ☐ (7)

[13]

6. In which co-operative education program have you been (will you be) involved this year? (Check one only.)

Business Education Program ☐ (1)
 Technical Education Program ☐ (2)
 Academic Program (e.g., Geology, French) ☐ (3)
 Re-entry Program ☐ (4)
 Community Involvement Project ☐ (5)
 Other (please specify). ☐ (6)

[14]

7. Is this your first, second, or third year in the program? (Check one only.)

First year in the program ☐ (1)
 Second year in the program ☐ (2)
 Third year in the program ☐ (3)

[15]

8. What is the name of the company with which you have been training this year? (If you have not yet started working at your training station, leave this question blank. If you have been training with more than one company, please list each company.)

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[16 - 19]

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[20 - 23]

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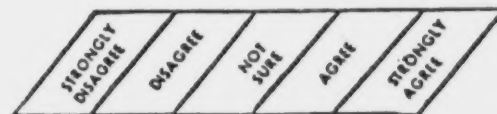
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How You Feel About School

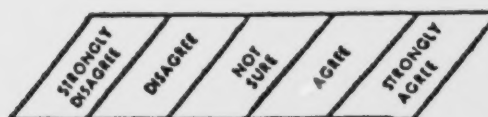
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 Circle 3 if you are NOT SURE about the statement.
 Circle 4 if you AGREE with the statement.
 Circle 5 if you STRONGLY AGREE with the statement.

Please keep in mind that this is not a test. There are no right or wrong answers to these questions. The important thing is to give the answer that is right for you.



- | | | | | | | |
|---|---|---|---|---|---|------|
| 1. I don't care what mark I get on my school work. | 1 | 2 | 3 | 4 | 5 | [35] |
| 2. Learning new things is not very much fun. | 1 | 2 | 3 | 4 | 5 | [36] |
| 3. I generally look forward to coming to school each day. | 1 | 2 | 3 | 4 | 5 | [37] |
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| 5. It is clear to me why I shouldn't drop out of school. | 1 | 2 | 3 | 4 | 5 | [39] |
| 6. I do my best in school because I can get ahead in the world with a good education. | 1 | 2 | 3 | 4 | 5 | [40] |
| 7. I hate having to do my homework. | 1 | 2 | 3 | 4 | 5 | [41] |
| 8. What I learn at school will be useful to me later on. | 1 | 2 | 3 | 4 | 5 | [42] |
| 9. I like the challenge of a difficult assignment. | 1 | 2 | 3 | 4 | 5 | [43] |
| 10. School is important to me because I find many of the things I learn in school are useful outside of school. | 1 | 2 | 3 | 4 | 5 | [44] |



11. Most of my classes in this school are boring.	1	2	3	4	5	[45]
12. School is just a place to keep kids off the street.	1	2	3	4	5	[46]
13. Almost everything I learn in school is dull.	1	2	3	4	5	[47]
14. The main reason I come to school is to learn.	1	2	3	4	5	[48]
15. If I had the choice, I wouldn't go to school at all.	1	2	3	4	5	[49]
16. I like to do my homework.	1	2	3	4	5	[50]
17. School is exciting.	1	2	3	4	5	[51]
18. I have discovered things on my own that were related to some of my school subjects.	1	2	3	4	5	[52]
19. I don't like having to go to school.	1	2	3	4	5	[53]
20. Most school days seem like they will never end.	1	2	3	4	5	[54]
21. My favourite classes, regardless of subject, are those in which I learn the most.	1	2	3	4	5	[55]
22. This school is really helping me to be what I want to be.	1	2	3	4	5	[56]

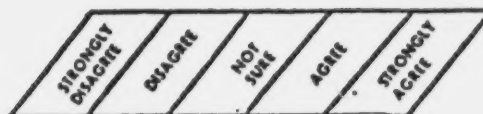
Opinions About the World of Work

In this section, we are interested in finding out your opinions about the world of work. The statements below describe situations that could apply to many different types of jobs. Thinking about most jobs, circle the number which shows the extent to which you agree or disagree with each statement.

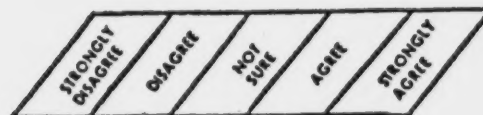
Circle 1 if you STRONGLY DISAGREE with the statement.
 Circle 2 if you DISAGREE with the statement.
 Circle 3 if you are NOT SURE about the statement.
 Circle 4 if you AGREE with the statement.
 Circle 5 if you STRONGLY AGREE with the statement.



- | | 1 | 2 | 3 | 4 | 5 | |
|--|---|---|---|---|---|------|
| 1. Arriving at work on time is very important. | | | | | | [57] |
| 2. If you are behind in your work, it doesn't really matter as long as the job gets done at some time. . . | | | | | | [58] |
| 3. At most jobs, there is a proper way to be dressed. | | | | | | [59] |
| 4. If you are sick and unable to report to work, you should let your supervisor know as soon as possible. | | | | | | [60] |
| 5. If you tell a customer that you will have materials ready for a certain day, being one or two days late will not make a big difference. | | | | | | [61] |
| 6. If you have an important deadline to meet, it doesn't matter how good or bad your work is as long as you meet the deadline. | | | | | | [62] |
| 7. You should try to solve a problem by yourself before asking your supervisor for help. | | | | | | [63] |



- | | | | | | | |
|--|---|---|---|---|---|------|
| 8. Most employers want to see the work get done as quickly as possible. | 1 | 2 | 3 | 4 | 5 | [64] |
| 9. If you do not like a customer, you should do your best to keep from letting him/her know it. | 1 | 2 | 3 | 4 | 5 | [65] |
| 10. You are not likely to learn much from other employees who are doing the same job as yourself. | 1 | 2 | 3 | 4 | 5 | [66] |
| 11. It is important to be friendly to others at work. | 1 | 2 | 3 | 4 | 5 | [67] |
| 12. Customers expect your work to be of very good quality. . . | 1 | 2 | 3 | 4 | 5 | [68] |
| 13. If you are feeling tired because you went to bed late, it's all right to miss a day of work. | 1 | 2 | 3 | 4 | 5 | [69] |
| 14. If you have finished all your tasks, you should check to see if there is other work that needs to be done. | 1 | 2 | 3 | 4 | 5 | [70] |
| 15. If customers do something wrong, you should let them know how angry you are. . . | 1 | 2 | 3 | 4 | 5 | [71] |
| 16. You should try to arrange for any doctor's appointments to be after work. | 1 | 2 | 3 | 4 | 5 | [72] |
| 17. If you are unable to solve a problem at work on your own, the best solution is to try to forget it. | 1 | 2 | 3 | 4 | 5 | [73] |
| 18. People generally don't mind if you are ten minutes late for an appointment. | 1 | 2 | 3 | 4 | 5 | [74] |



- | | | | | | | |
|--|---|---|---|---|---|------|
| 19. The way you get along with other people is a very important part of most jobs. | 1 | 2 | 3 | 4 | 5 | [75] |
| 20. If your supervisor is not the person who pays your salary, he/she will not care how often you are absent from work. | 1 | 2 | 3 | 4 | 5 | [76] |
| 21. If you discover that you have given someone the wrong information, you should let that person know as soon as possible. | 1 | 2 | 3 | 4 | 5 | [77] |
| 22. Employers don't really expect rules at work to be followed. | 1 | 2 | 3 | 4 | 5 | [78] |
| 23. If you are rude to customers, they probably won't come back. | 1 | 2 | 3 | 4 | 5 | [79] |
| 24. A supervisor is there not only to make sure that you are doing your job properly but also to give you help when you need it. | 1 | 2 | 3 | 4 | 5 | [80] |

THANK YOU FOR COMPLETING THIS SURVEY.

SURVEY OF CO-OPERATIVE EDUCATION STUDENTS

FORM B

PLEASE REMOVE THIS COVERING PAGE
BEFORE HANDING IN YOUR QUESTIONNAIRE

SURVEY OF CO-OPERATIVE EDUCATION STUDENTS

(Collegiates)

Introduction

The purpose of this questionnaire is to find out how you feel about school and to obtain your opinions about the world of work and about your co-operative education program. Please answer each question carefully. When you have finished, please put your survey in the envelope provided, seal it, and return it to the teacher in charge. Your questionnaire will be sent to our Research Centre where your answers will be tabulated along with the answers of other students. Please do not put your name on this questionnaire.

Background Information

1. Your school: _____

2. Your sex:

Male ☐ (1)Female ☐ (2)3. What is your present grade? (Check one.)Grade 9 ☐ (1)Grade 10 ☐ (2)Grade 11 ☐ (3)Grade 12 ☐ (4)Grade 13 ☐ (5)4. What kind of marks did you get last year?
(Check one only.)Mostly below 50 ☐ (1)Mostly 50 - 59 ☐ (2)Mostly 60 - 69 ☐ (3)Mostly 70 - 79 ☐ (4)Mostly 80 - 100 ☐ (5)Not sure ☐ (6)

			2
--	--	--	---

[1 2 3 4]

1	1
---	---

[5 6]

--	--	--

[7 8 9]

[10]

[11]

[12]

5. When did (will) your co-operative education program begin this year? (Check one.)

September, 1981 ☐ (1)
 October, 1981 ☐ (2)
 November, 1981 ☐ (3)
 December, 1981 ☐ (4)
 January, 1982 ☐ (5)
 February, 1982 ☐ (6)
 Other (please specify). ☐ (7)

[13]

6. In which co-operative education program have you been (will you be) involved this year? (Check one only.)

Business Education Program ☐ (1)
 Technical Education Program ☐ (2)
 Academic Program (e.g., Geology, French) ☐ (3)
 Re-entry Program ☐ (4)
 Community Involvement Project ☐ (5)
 Other (please specify). ☐ (6)

[14]

7. Is this your first, second, or third year in the program? (Check one only.)

First year in the program ☐ (1)
 Second year in the program ☐ (2)
 Third year in the program ☐ (3)

[15]

8. What is the name of the company with which you have been training this year? (If you have not yet started working at your training station, leave this question blank. If you have been training with more than one company, please list each company.)

			1
--	--	--	---

[16 - 19]

			1
--	--	--	---

[20 - 23]

			1
--	--	--	---

[24 - 27]

9. Circle one number or DK (don't know) beside each level listed below to show the number of courses you are taking at that level this year. If you are not taking any courses at a particular level, circle "0". (The level of each of your courses is shown on your timetable.)

<u>Level</u>		<u>Number of Courses You Are Taking</u>											
Basic Level	(K-Level)	0	1	2	3	4	5	6	7	DK		[28]	
General Level	(G-Level)	0	1	2	3	4	5	6	7	DK		[29]	
Combined Level	(X-Level)	0	1	2	3	4	5	6	7	DK		[30]	
Advanced Level	(A-Level)	0	1	2	3	4	5	6	7	DK		[31]	
Scholarship Level	(S-Level)	0	1	2	3	4	5	6	7	DK		[32]	

10. At what level are you taking your English course(s) this year?
(Check one.)

Basic Level	☐	(1)	
General Level	☐	(2)	
Combined Level	☐	(3)	[33]
Advanced Level	☐	(4)	
Scholarship Level	☐	(5)	
Not registered in an English course . .	☐	(6)	
Don't know	☐	(7)	

11. At what level are you taking your Mathematics course(s) this year?
(Check one.)

Basic Level	☐	(1)	
General Level	☐	(2)	
Combined Level	☐	(3)	[34]
Advanced Level	☐	(4)	
Scholarship Level	☐	(5)	
Not registered in a Mathematics course.	☐	(6)	
Don't know	☐	(7)	

How You Feel About School

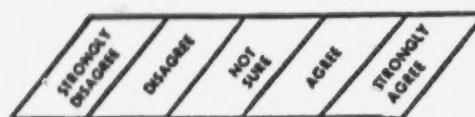
In this section, we are interested in finding out how you feel about school. Please circle the number which shows to what extent you agree or disagree with each of the statements listed below.

Circle 1 if you **STRONGLY DISAGREE** with the statement.
 Circle 2 if you **DISAGREE** with the statement.
 Circle 3 if you are **NOT SURE** about the statement.
 Circle 4 if you **AGREE** with the statement.
 Circle 5 if you **STRONGLY AGREE** with the statement.

Please keep in mind that this is not a test. There are no right or wrong answers to these questions. The important thing is to give the answer that is right for you.



- | | 1 | 2 | 3 | 4 | 5 | |
|---|---|---|---|---|---|------|
| 1. I don't care what mark I get on my school work. | | | | | | [35] |
| 2. Learning new things is not very much fun. | | | | | | [36] |
| 3. I generally look forward to coming to school each day. | | | | | | [37] |
| 4. I am wasting my time at this school. | | | | | | [38] |
| 5. It is clear to me why I shouldn't drop out of school. | | | | | | [39] |
| 6. I do my best in school because I can get ahead in the world with a good education. | | | | | | [40] |
| 7. I hate having to do my homework. | | | | | | [41] |
| 8. What I learn at school will be useful to me later on. | | | | | | [42] |
| 9. I like the challenge of a difficult assignment. | | | | | | [43] |
| 10. School is important to me because I find many of the things I learn in school are useful outside of school. | | | | | | [44] |

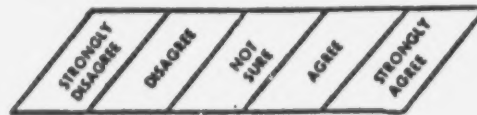


11. Most of my classes in this school are boring.	1	2	3	4	5	[45]
12. School is just a place to keep kids off the street.	1	2	3	4	5	[46]
13. Almost everything I learn in school is dull.	1	2	3	4	5	[47]
14. The main reason I come to school is to learn.	1	2	3	4	5	[48]
15. If I had the choice, I wouldn't go to school at all.	1	2	3	4	5	[49]
16. I like to do my homework.	1	2	3	4	5	[50]
17. School is exciting.	1	2	3	4	5	[51]
18. I have discovered things on my own that were related to some of my school subjects.	1	2	3	4	5	[52]
19. I don't like having to go to school.	1	2	3	4	5	[53]
20. Most school days seem like they will never end.	1	2	3	4	5	[54]
21. My favourite classes, regardless of subject, are those in which I learn the most.	1	2	3	4	5	[55]
22. This school is really helping me to be what I want to be.	1	2	3	4	5	[56]

Opinions About the World of Work

In this section, we are interested in finding out your opinions about the world of work. The statements below describe situations that could apply to many different types of jobs. Thinking about most jobs, circle the number which shows the extent to which you agree or disagree with each statement.

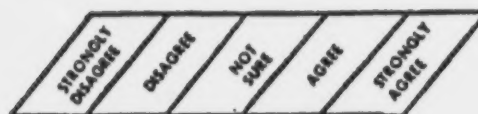
Circle 1 if you **STRONGLY DISAGREE** with the statement.
 Circle 2 if you **DISAGREE** with the statement.
 Circle 3 if you are **NOT SURE** about the statement.
 Circle 4 if you **AGREE** with the statement.
 Circle 5 if you **STRONGLY AGREE** with the statement.



- | | 1 | 2 | 3 | 4 | 5 | |
|--|---|---|---|---|---|------|
| 1. Arriving at work on time is very important. | | | | | | [57] |
| 2. If you are behind in your work, it doesn't really matter as long as the job gets done at some time. . . | | | | | | [58] |
| 3. At most jobs, there is a proper way to be dressed. | | | | | | [59] |
| 4. If you are sick and unable to report to work, you should let your supervisor know as soon as possible. | | | | | | [60] |
| 5. If you tell a customer that you will have materials ready for a certain day, being one or two days late will not make a big difference. | | | | | | [61] |
| 6. If you have an important deadline to meet, it doesn't matter how good or bad your work is as long as you meet the deadline. | | | | | | [62] |
| 7. You should try to solve a problem by yourself before asking your supervisor for help. | | | | | | [63] |



8. Most employers want to see the work get done as quickly as possible.	1	2	3	4	5	[64]
9. If you do not like a customer, you should do your best to keep from letting him/her know it.	1	2	3	4	5	[65]
10. You are not likely to learn much from other employees who are doing the same job as yourself.	1	2	3	4	5	[66]
11. It is important to be friendly to others at work.	1	2	3	4	5	[67]
12. Customers expect your work to be of very good quality. . .	1	2	3	4	5	[68]
13. If you are feeling tired because you went to bed late, it's all right to miss a day of work.	1	2	3	4	5	[69]
14. If you have finished all your tasks, you should check to see if there is other work that needs to be done.	1	2	3	4	5	[70]
15. If customers do something wrong, you should let them know how angry you are. . .	1	2	3	4	5	[71]
16. You should try to arrange for any doctor's appointments to be after work.	1	2	3	4	5	[72]
17. If you are unable to solve a problem at work on your own, the best solution is to try to forget it.	1	2	3	4	5	[73]
18. People generally don't mind if you are ten minutes late for an appointment.	1	2	3	4	5	[74]



19. The way you get along with other people is a very important part of most jobs. 1 2 3 4 5 [75]
20. If your supervisor is not the person who pays your salary, he/she will not care how often you are absent from work. 1 2 3 4 5 [76]
21. If you discover that you have given someone the wrong information, you should let that person know as soon as possible. 1 2 3 4 5 [77]
22. Employers don't really expect rules at work to be followed. 1 2 3 4 5 [78]
23. If you are rude to customers, they probably won't come back. 1 2 3 4 5 [79]
24. A supervisor is there not only to make sure that you are doing your job properly but also to give you help when you need it. 1 2 3 4 5 [80]

Your Opinions About the Co-operative Education Program

The purpose of this section is to find out what you and other students think about Scarborough's co-operative education program. The answers that you provide will be used to find out how well the program is working and to determine how to improve it. There are no right or wrong answers. The important thing for you to do is to give the answer that is right for you.

A. Why Did You Choose Co-operative Education?

1. Listed below are a number of possible reasons for taking part in the co-operative education program. Please circle the number which shows how important each reason was for you when you made the choice.

Circle 1 if the reason was NOT IMPORTANT.
Circle 2 if the reason was SOMEWHAT IMPORTANT.
Circle 3 if the reason was VERY IMPORTANT.

	NOT IMPORTANT	SOMEWHAT IMPORTANT	VERY IMPORTANT	
(a) To learn job skills	1	2	3	[6]
(b) To get out of going to school	1	2	3	[7]
(c) To obtain a job reference . .	1	2	3	[8]
(d) To use what I have learned in school	1	2	3	[9]
(e) To learn how to be successful at work	1	2	3	[10]
(f) To take part in a <u>practical</u> learning experience	1	2	3	[11]
(g) To help me decide about a future career (job)	1	2	3	[12]
(h) To help me get a full-time job after I finish high school.	1	2	3	[13]
(i) To work with up-to-date equipment	1	2	3	[14]
(j) To help me develop confidence in myself	1	2	3	[15]
(k) To give me more interest in school	1	2	3	[16]
(l) To meet new people	1	3	3	[17]

			2
[1	2	3	4]

2
[5]

	NOT IMPORTANT	SOMEWHAT IMPORTANT	VERY IMPORTANT	
(m) To earn credits for high school graduation	1	2	3	[18]
(n) To help me decide about my future education	1	2	3	[19]
(o) Other (please specify)				

2. From which of the following sources did you learn about the co-operative education program? (Check any that apply.)

- | | | | |
|--|--------------------------|-----|------|
| (a) Parent or guardian | ☐ | (1) | [20] |
| (b) Brother or sister | ☐ | (1) | [21] |
| (c) Friend(s) | ☐ | (1) | [22] |
| (d) Other student(s) who has (have) taken the co-operative education program | ☐ | (1) | [23] |
| (e) Teacher(s) | ☐ | (1) | [24] |
| (f) Guidance counsellor | ☐ | (1) | [25] |
| (g) School course selection booklets | ☐ | (1) | [26] |
| (h) Television | ☐ | (1) | [27] |
| (i) Other (please specify) | ☐ | (1) | [28] |

B. Your Co-operative Education Schedule

1. What type of co-operative education schedule do you have? (Check one.)

- | | | | |
|---|--------------------------|-----|------|
| Full day, every other day, full school year | ☐ | (1) | |
| Ten week block (full time) | ☐ | (2) | |
| Full day, every day, one semester | ☐ | (3) | |
| Half day, every day, one semester | ☐ | (4) | |
| Alternate weeks, one semester | ☐ | (5) | |
| Other (please specify) | ☐ | (6) | [29] |

2. On the ends of each scale of numbers below are statements of opposite feelings or attitudes. By circling one number on each scale, indicate how you would describe your own co-operative education schedule. (*The closer your circled number is to one statement, the more strongly you feel that the statement describes your opinion about your co-operative education schedule. Circling the number 3 would show that your feeling is right between the two opposites.*)

- | | | | |
|---|-------------------|---|------|
| (a) My schedule permits very little opportunity to get to know other employees. | 1 2 3 4 5 | My schedule permits a great deal of opportunity to get to know other employees. | [30] |
| (b) My schedule permits very little time to develop job skills. | 1 2 3 4 5 | My schedule permits a great deal of time to develop job skills. | [31] |
| (c) My schedule permits very little opportunity for me to feel as if I "belong" in the company. | 1 2 3 4 5 | My schedule permits a great deal of opportunity for me to feel as if I "belong" in the company. | [32] |
| (d) My schedule creates many transportation problems. | 1 2 3 4 5 | My schedule creates few transportation problems. | [33] |
| (e) My schedule provides me with very little idea of what a full-time job schedule would be like. | 1 2 3 4 5 | My schedule provides me with a very good idea of what a full-time job schedule would be like. | [34] |
| (f) My schedule permits very little opportunity for me to feel as if I "belong" in my school. | 1 2 3 4 5 | My schedule permits a great deal of opportunity for me to feel as if I "belong" in my school. | [35] |
| (g) Because of my schedule, I now take part in after-school activities less often than I used to. | 1 2 3 4 5 | Because of my schedule, I now take part in after-school activities more often than I used to. | [36] |
| (h) My schedule leaves me very little time to hold a part-time job. | 1 2 3 4 5 | My schedule leaves me a great deal of time to hold a part-time job. | [37] |
| (i) My schedule has led to a great deal of upset in our family routine. | 1 2 3 4 5 | My schedule has led to very little upset in our family routine. | [38] |

(j) A good thing about my schedule is:

(k) A problem with my schedule is:

3. (a) Did you have a part-time job last year?

Yes. ☐ (1)

No ☐ (2)

[39]

(b) Do you have a part-time job this year?

Yes. ☐ (1)

No ☐ (2)

[40]

(c) Has your co-operative education schedule prevented you from taking a part-time job this year?

Yes. ☐ (1)

No ☐ (2)

[41]

C. YOUR TRAINING STATION

1. At your school, were you provided with the opportunity to discuss the type of training station to which you would be going?

Yes. ☐ (1)

No ☐ (2)

[42]

2. (a) Were you provided with the opportunity of having an interview with your employer before starting to work at your training station?

Yes. ☐ (1)

No ☐ (2)

[43]

(b) If "yes", how helpful did you find this interview in deciding that the training station was "right" for you? (Circle one number on the scale.)

OF LITTLE
OR NO
HELP

SOMEWHAT
HELPFUL

VERY
HELPFUL

1

2

3

300

319

[44]

3. (a) How satisfied are you with the training station to which you have been assigned? (Circle one number on the scale.)

VERY DISSATISFIED	DISSATISFIED	SATISFIED	VERY SATISFIED
1	2	3	4

[45]

- (b) If you circled "1" or "2" above, please state the reasons for your dissatisfaction.

D. SUPERVISION

1. Which teacher has spent the greatest amount of time supervising you in the co-operative education program? (Check one only.)

Co-operative education teacher. ☐ (1)

Subject teacher (if different from
co-operative education teacher) ☐ (2)

I have been supervised equally by my
co-operative education teacher and
my subject teacher. ☐ (3)

Other (please specify) _____ ☐ (4)

[46]

2. (a) How often are you visited by your teacher at your training station?

About once a week ☐ (1)

About once every two weeks ☐ (2)

About once every three weeks ☐ (3)

About once a month ☐ (4)

Never ☐ (5)

Other (please specify) ☐ (6)

[47]

(b) I feel my teacher visits me at my training station:

- Much too often ☐ (1)
- Just about the right amount ☐ (2)
- Not often enough ☐ (3)

[48]

3. (a) How long does you teacher spend with you on most visits?

- About 5 minutes ☐ (1)
- About 10 minutes ☐ (2)
- About 15 minutes ☐ (3)
- About 20 minutes ☐ (4)
- Other (please specify) ☐ (5)

[49]

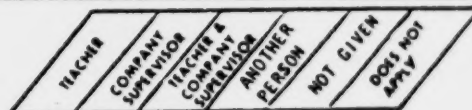
(b) I feel that on most visits my teacher spends:

- Too much time with me ☐ (1)
- Just about the right amount of time with me ☐ (2)
- Too little time with me ☐ (3)

[50]

4. Information about each of the topics listed below is usually given to students at the time they start their training station. Please circle one number beside each topic listed below to show who gave you the information for that topic.

Circle 1 if your TEACHER gave you the information.
 Circle 2 if your COMPANY SUPERVISOR gave you the information.
 Circle 3 if both your TEACHER & COMPANY SUPERVISOR gave you the information.
 Circle 4 if ANOTHER PERSON gave you the information.
 Circle 5 if you needed the information but it was NOT GIVEN to you.
 Circle N if the topic DOES NOT APPLY TO YOU.



(a) Hours of work. 1 2 3 4 5 N

[51]

(b) Lunch breaks and/or coffee breaks. 1 2 3 4 5 N

[52]

TEACHER	COMPANY SUPERVISOR	TEACHER & COMPANY SUPERVISOR	ANOTHER PERSON	NOT GIVEN	DOES NOT APPLY
---------	--------------------	------------------------------	----------------	-----------	----------------

(c) Safety regulations	1	2	3	4	5	N	[53]
(d) Dress code	1	2	3	4	5	N	[54]
(e) Method of reporting your absence . .	1	2	3	4	5	N	[55]
(f) Punctuality	1	2	3	4	5	N	[56]
(g) Payment policy	1	2	3	4	5	N	[57]
(h) Course credits	1	2	3	4	5	N	[58]
(i) Methods of evaluation	1	2	3	4	5	N	[59]

5. How often does your teacher review with you the following items?
(Circle one number beside each item listed below.)

For example, this is how to answer item "a".

Circle 1 if your teacher NEVER reviews your assignment log with you.
Circle 2 if your teacher RARELY reviews your assignment log with you.
Circle 3 if your teacher SOMETIMES reviews your assignment log with you.
Circle 4 if your teacher FREQUENTLY reviews your assignment log with you.
Circle 5 if your teacher VERY FREQUENTLY reviews your assignment log with you.
Circle N if the item DOES NOT APPLY to you because you do not keep an assignment log.

NEVER	RARELY	SOMETIMES	FREQUENTLY	VERY FREQUENTLY	DOES NOT APPLY
-------	--------	-----------	------------	-----------------	----------------

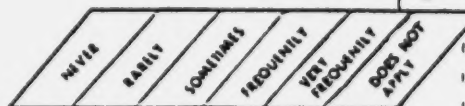
(a) Your assignment log	1	2	3	4	5	N	[60]
(b) Punctuality at your training station	1	2	3	4	5	N	[61]
(c) Meeting job deadlines	1	2	3	4	5	N	[62]
(d) Samples of your work	1	2	3	4	5	N	[63]
(e) Your relationship with your employer	1	2	3	4	5	N	[64]
(f) Quality of your work at your training station	1	2	3	4	5	N	[65]
(g) Attendance at your training station .	1	2	3	4	5	N	[66]



- (h) Your career (job) goals 1 2 3 4 5 N [67]
- (i) Effort at your training station
(how hard you try) 1 2 3 4 5 N [68]
- (j) Amount of work you accomplish
at your training station 1 2 3 4 5 N [69]
- (k) Your relationship with other
employees 1 2 3 4 5 N [70]
- (l) Dress at your training station . . . 1 2 3 4 5 N [71]
- (m) Relationship between your school
work and training station
activities 1 2 3 4 5 N [72]
- (n) Problems you have encountered
at your training station 1 2 3 4 5 N [73]
- (o) Proper use of equipment at
your training station 1 2 3 4 5 N [74]
- (p) Evaluation of your general progress
in the co-operative education program 1 2 3 4 5 N [75]

6. How often would you like your teacher to review with you each of the following? (Circle one number beside each item listed below.)

			2
[1	2	3	4]



- (a) Your assignment log 1 2 3 4 5 N [6]
- (b) Punctuality at your training
station 1 2 3 4 5 N [7]
- (c) Meeting job deadlines 1 2 3 4 5 N [8]
- (d) Samples of your work 1 2 3 4 5 N [9]
- (e) Your relationship with your
employer 1 2 3 4 5 N [10]
- (f) Quality of your work at your
training station 1 2 3 4 5 N [11]



- | | | | | | | | |
|---|---|---|---|---|---|---|------|
| (g) Attendance at your training station | 1 | 2 | 3 | 4 | 5 | N | [12] |
| (h) Your career (job) goals | 1 | 2 | 3 | 4 | 5 | N | [13] |
| (i) Effort at your training station (how hard your try) | 1 | 2 | 3 | 4 | 5 | N | [14] |
| (j) Amount of work you accomplish at your training station | 1 | 2 | 3 | 4 | 5 | N | [15] |
| (k) Your relationship with other employees | 1 | 2 | 3 | 4 | 5 | N | [16] |
| (l) Dress at your training station | 1 | 2 | 3 | 4 | 5 | N | [17] |
| (m) Relationship between your school work and training station activities | 1 | 2 | 3 | 4 | 5 | N | [18] |
| (n) Problems you have encountered at your training station | 1 | 2 | 3 | 4 | 5 | N | [19] |
| (o) Proper use of equipment at your training station | 1 | 2 | 3 | 4 | 5 | N | [20] |
| (p) Evaluation of your general progress in the co-operative education program | 1 | 2 | 3 | 4 | 5 | N | [21] |

7. How helpful do you feel it can be to have your teacher review with you each of the following? (Circle one number beside each item listed below.)

For example, this is how to answer item "a".

Circle 1 if you think reviewing your assignment log with your teacher can be OF NO HELP.

Circle 2 if you think reviewing your assignment log with your teacher can be SOMEWHAT HELPFUL.

Circle 3 if you think reviewing your assignment log with your teacher can be VERY HELPFUL.

Circle N if the item DOES NOT APPLY to you because you do not keep an assignment log.



- | | | | | | |
|--|---|---|---|---|------|
| (a) Your assignment log | 1 | 2 | 3 | N | [22] |
| (b) Punctuality at your training station | 1 | 2 | 3 | N | [23] |
| (c) Meeting job deadlines | 1 | 2 | 3 | N | [24] |



- | | | | | | |
|---|---|---|---|---|------|
| (d) Samples of your work | 1 | 2 | 3 | N | [25] |
| (e) Your relationship with your employer | 1 | 2 | 3 | N | [26] |
| (f) Quality of your work at your training station. | 1 | 2 | 3 | N | [27] |
| (g) Attendance at your training station | 1 | 2 | 3 | N | [28] |
| (h) Your career (job) goals | 1 | 2 | 3 | N | [29] |
| (i) Effort at your training station (how hard you try) | 1 | 2 | 3 | N | [30] |
| (j) Amount of work you accomplish at your training station | 1 | 2 | 3 | N | [31] |
| (k) Your relationship with other employees | 1 | 2 | 3 | N | [32] |
| (l) Dress at your training station | 1 | 2 | 3 | N | [33] |
| (m) Relationship between your school work and training station activities | 1 | 2 | 3 | N | [34] |
| (n) Problems you have encountered at your training station | 1 | 2 | 3 | N | [35] |
| (o) Proper use of equipment at your training station | 1 | 2 | 3 | N | [36] |
| (p) Evaluation of your general progress in the co-operative education program | 1 | 2 | 3 | N | [37] |
8. Are there other issues that you would like to have the opportunity to discuss on a regular basis with your teacher? (Check one.)
- No ☐ (1) [38]
- Yes (please specify below) ☐ (2)
-
9. Overall, how satisfied have you been with the supervision you have received from your teacher? (Circle one number on the scale.)

VERY DISSATISFIED	DISSATISFIED	SATISFIED	VERY SATISFIED
1	2	3	4

[39]

10. (a) Have you had any problems while at your training station?
(Check one.)

No ☐ (1)
Yes (please specify below) ☐ (2)

[40]

- (b) If "yes", how was this problem solved?

Solved on my own ☐ (1)
Solved with the assistance of my teacher . . . ☐ (2)
Solved with the assistance of my
company supervisor ☐ (3)
Solved with the assistance of both my
teacher and company supervisor ☐ (4)
Solved with assistance of a person(s)
other than my teacher or company supervisor . ☐ (5)
Not solved because no one seemed to
have time to help me with my problem even
though I asked for help ☐ (6)
Not solved because no solution seemed
to exist ☐ (7)
Other (please specify) ☐ (8)

[41]

E. WHAT HAS THE PROGRAM MEANT FOR YOU?

1. Circle the number which shows to what extent you agree or disagree with each statement listed below. Please read each statement carefully before answering.

Circle 1 if you STRONGLY DISAGREE with the statement.
 Circle 2 if you DISAGREE with the statement.
 Circle 3 if you are NOT SURE about the statement.
 Circle 4 if you AGREE with the statement.
 Circle 5 if you STRONGLY AGREE with the statement.
 Circle N if the statement DOES NOT APPLY to you.



- | | | | | | | | |
|--|---|---|---|---|---|---|------|
| (a) My co-operative education experience has given me a very good idea of what a full-time job would be like. | 1 | 2 | 3 | 4 | 5 | N | [42] |
| (b) At my training station, I have been unable to use anything that I learned at school. . . . | 1 | 2 | 3 | 4 | 5 | N | [43] |
| (c) The job contacts I have made during my co-operative education program have put me in a better position to get a full-time job. | 1 | 2 | 3 | 4 | 5 | N | [44] |
| (d) I had considered dropping out of school but decided to stay because of the co-operative education program. . | 1 | 2 | 3 | 4 | 5 | N | [45] |
| (e) The tasks and duties which were assigned to me at my training station were boring. | 1 | 2 | 3 | 4 | 5 | N | [46] |
| (f) I have more confidence now because of my experience in the co-operative education program. | 1 | 2 | 3 | 4 | 5 | N | [47] |
| (g) Being in the co-operative education program has made my school subjects seem more relevant. | 1 | 2 | 3 | 4 | 5 | N | [48] |

STRONGLY DISAGREE	DISAGREE	NOT SURE	AGREE	STRONGLY AGREE	DOES NOT APPLY
----------------------	----------	-------------	-------	-------------------	-------------------

(h) My experience in the co-operative education program has taught me how to get along better with others.	1	2	3	4	5	N	[49]
(i) I have learned few new skills at my training station.	1	2	3	4	5	N	[50]
(j) My co-operative education experience has made me decide to enter the work force earlier than I had originally planned. .	1	2	3	4	5	N	[51]
(k) There is no relationship between what I have learned at my training station and what I learn at school.	1	2	3	4	5	N	[52]
(l) I had the opportunity to work on more modern equipment at my training station than is available in school.	1	2	3	4	5	N	[53]
(m) My co-operative education experience has given me the opportunity to improve the skills I have learned in school.	1	2	3	4	5	N	[54]
(n) My co-operative education experience has made me see the need to continue my schooling. .	1	2	3	4	5	N	[55]
(o) Since I started in the co-operative education program I have found school more boring.	1	2	3	4	5	N	[56]
(p) My co-operative education experience has helped me to understand how to succeed at work.	1	2	3	4	5	N	[57]
(q) The things I have learned at my training station have helped me to better understand my school work.	1	2	3	4	5	N	[58]

2. (a) Before taking part in the co-operative education program, had you decided what kind of work you wanted to do?
(Check one.)

No ☐ (1)

Yes ☐ (2)

[59]

- (b) If "yes", how has your experience in the co-operative education program influenced your decision. (Check one only.)

(i) My co-operative education experience has made me sure of my decision. ☐ (1)

(ii) I have changed my plans and have decided on a different type of job in the same field. ☐ (2)

(iii) I have changed my plans and have decided on a completely different career. ☐ (3)

[60]

(iv) I am now more confused about the kind of work I want to do. ☐ (4)

(v) My co-operative education experience has had no influence on my career decision. ☐ (5)

- (c) If "no", if you had not previously decided on the type of work you wanted to do, please indicate how the co-operative education program has influenced you. (Check any that apply.)

(i) My co-operative education experience has given me a better idea of the kind of work I would like to do. ☐ (1)

[61]

(ii) My co-operative education experience has given me a better idea of the kind of work I do not want to do. ☐ (1)

[62]

(iii) I am still unsure as to the type of work I would like to do. ☐ (1)

[63]

F. Your Comments

In the space below, please add any comments, suggestions, or impressions that you would like to share with us about the co-operative education program (e.g., suggestions for improvement, positive or negative experiences, etc.)

THANK YOU VERY MUCH FOR COMPLETING THIS SURVEY.

SURVEY OF CO-OPERATIVE EDUCATION STUDENTS

FORM B

PLEASE REMOVE THIS COVERING PAGE
BEFORE HANDING IN YOUR QUESTIONNAIRE

SURVEY OF CO-OPERATIVE EDUCATION STUDENTS

(Secondary and Vocational)

			2
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[1 2 3 4]

Introduction

The purpose of this questionnaire is to find out how you feel about school and to obtain your opinions about the world of work and about your co-operative education program. Please answer each question carefully. When you have finished, please put your survey in the envelope provided, seal it, and return it to the teacher in charge. Your questionnaire will be sent to our Research Centre where your answers will be tabulated along with the answers of other students. Please do not put your name on this questionnaire.

1	2
---	---

[5 6]

Background Information

1. Your school: _____

--	--	--

[7 8 9]

2. Your sex:

Male ☐ (1)

Female ☐ (2)

[10]

3. What is your present grade? (Check one.)

Grade 9 ☐ (1)

Grade 10 ☐ (2)

Grade 11 ☐ (3)

Grade 12 ☐ (4)

Grade 13 ☐ (5)

[11]

4. What kind of marks did you get last year?
(Check one only.)

Mostly below 50 ☐ (1)

Mostly 50 - 59 ☐ (2)

Mostly 60 - 69 ☐ (3)

Mostly 70 - 79 ☐ (4)

Mostly 80 - 100 ☐ (5)

Not sure ☐ (6)

[12]

5. When did (will) your co-operative education program begin this year? (Check one.)

September, 1981 ☐ (1)
 October, 1981 ☐ (2)
 November, 1981 ☐ (3)
 December, 1981 ☐ (4)
 January, 1982 ☐ (5)
 February, 1982 ☐ (6)
 Other (please specify). ☐ (7)

[13]

6. In which co-operative education program have you been (will you be) involved this year? (Check one only.)

Business Education Program ☐ (1)
 Technical Education Program ☐ (2)
 Academic Program (e.g., Geology, French) ☐ (3)
 Re-entry Program ☐ (4)
 Community Involvement Project ☐ (5)
 Other (please specify). ☐ (6)

[14]

7. Is this your first, second, or third year in the program? (Check one only.)

First year in the program ☐ (1)
 Second year in the program ☐ (2)
 Third year in the program ☐ (3)

[15]

8. What is the name of the company with which you have been training this year? (If you have not yet started working at your training station, leave this question blank. If you have been training with more than one company, please list each company.)

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[16 - 19]

--	--	--	--

[20 - 23]

--	--	--	--

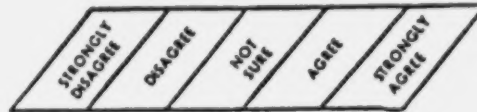
[24 - 27]

How You Feel About School

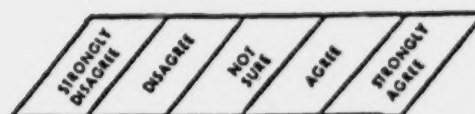
In this section, we are interested in finding out how you feel about school. Please circle the number which shows to what extent you agree or disagree with each of the statements listed below.

Circle 1 if you STRONGLY DISAGREE with the statement.
 Circle 2 if you DISAGREE with the statement.
 Circle 3 if you are NOT SURE about the statement.
 Circle 4 if you AGREE with the statement.
 Circle 5 if you STRONGLY AGREE with the statement.

Please keep in mind that this is not a test. There are no right or wrong answers to these questions. The important thing is to give the answer that is right for you.



- | | 1 | 2 | 3 | 4 | 5 | |
|---|---|---|---|---|---|------|
| 1. I don't care what mark I get on my school work. | | | | | | [35] |
| 2. Learning new things is not very much fun. | | | | | | [36] |
| 3. I generally look forward to coming to school each day. | | | | | | [37] |
| 4. I am wasting my time at this school. | | | | | | [38] |
| 5. It is clear to me why I shouldn't drop out of school. | | | | | | [39] |
| 6. I do my best in school because I can get ahead in the world with a good education. | | | | | | [40] |
| 7. I hate having to do my homework. | | | | | | [41] |
| 8. What I learn at school will be useful to me later on. | | | | | | [42] |
| 9. I like the challenge of a difficult assignment. | | | | | | [43] |
| 10. School is important to me because I find many of the things I learn in school are useful outside of school. | | | | | | [44] |

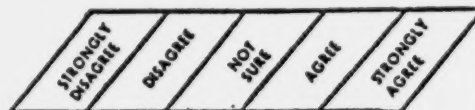


11. Most of my classes in this school are boring.	1	2	3	4	5	[45]
12. School is just a place to keep kids off the street.	1	2	3	4	5	[46]
13. Almost everything I learn in school is dull.	1	2	3	4	5	[47]
14. The main reason I come to school is to learn.	1	2	3	4	5	[48]
15. If I had the choice, I wouldn't go to school at all.	1	2	3	4	5	[49]
16. I like to do my homework.	1	2	3	4	5	[50]
17. School is exciting.	1	2	3	4	5	[51]
18. I have discovered things on my own that were related to some of my school subjects.	1	2	3	4	5	[52]
19. I don't like having to go to school.	1	2	3	4	5	[53]
20. Most school days seem like they will never end.	1	2	3	4	5	[54]
21. My favourite classes, regardless of subject, are those in which I learn the most.	1	2	3	4	5	[55]
22. This school is really helping me to be what I want to be.	1	2	3	4	5	[56]

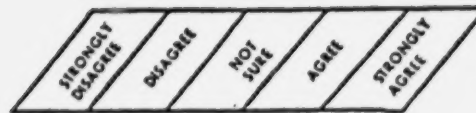
Opinions About the World of Work

In this section, we are interested in finding out your opinions about the world of work. The statements below describe situations that could apply to many different types of jobs. Thinking about most jobs, circle the number which shows the extent to which you agree or disagree with each statement.

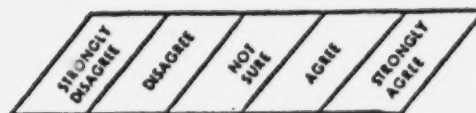
Circle 1 if you STRONGLY DISAGREE with the statement.
 Circle 2 if you DISAGREE with the statement.
 Circle 3 if you are NOT SURE about the statement.
 Circle 4 if you AGREE with the statement.
 Circle 5 if you STRONGLY AGREE with the statement.



- | | 1 | 2 | 3 | 4 | 5 | |
|--|---|---|---|---|---|------|
| 1. Arriving at work on time is very important. | | | | | | [57] |
| 2. If you are behind in your work, it doesn't really matter as long as the job gets done at some time. . . | | | | | | [58] |
| 3. At most jobs, there is a proper way to be dressed. | | | | | | [59] |
| 4. If you are sick and unable to report to work, you should let your supervisor know as soon as possible. | | | | | | [60] |
| 5. If you tell a customer that you will have materials ready for a certain day, being one or two days late will not make a big difference. | | | | | | [61] |
| 6. If you have an important deadline to meet, It doesn't matter how good or bad your work is as long as you meet the deadline. | | | | | | [62] |
| 7. You should try to solve a problem by yourself before asking your supervisor for help. | | | | | | [63] |



- | | 1 | 2 | 3 | 4 | 5 | |
|--|---|---|---|---|---|------|
| 8. Most employers want to see the work get done as quickly as possible. | | | | | | [64] |
| 9. If you do not like a customer, you should do your best to keep from letting him/her know it. | | | | | | [65] |
| 10. You are not likely to learn much from other employees who are doing the same job as yourself. | | | | | | [66] |
| 11. It is important to be friendly to others at work. | | | | | | [67] |
| 12. Customers expect your work to be of very good quality. . . | | | | | | [68] |
| 13. If you are feeling tired because you went to bed late, it's all right to miss a day of work. | | | | | | [69] |
| 14. If you have finished all your tasks, you should check to see if there is other work that needs to be done. | | | | | | [70] |
| 15. If customers do something wrong, you should let them know how angry you are. . . | | | | | | [71] |
| 16. You should try to arrange for any doctor's appointments to be after work. | | | | | | [72] |
| 17. If you are unable to solve a problem at work on your own, the best solution is to try to forget it. | | | | | | [73] |
| 18. People generally don't mind if you are ten minutes late for an appointment. | | | | | | [74] |



- | | | | | | | |
|--|---|---|---|---|---|------|
| 19. The way you get along with other people is a very important part of most jobs. | 1 | 2 | 3 | 4 | 5 | [75] |
| 20. If your supervisor is not the person who pays your salary, he/she will not care how often you are absent from work. | 1 | 2 | 3 | 4 | 5 | [76] |
| 21. If you discover that you have given someone the wrong information, you should let that person know as soon as possible. | 1 | 2 | 3 | 4 | 5 | [77] |
| 22. Employers don't really expect rules at work to be followed. | 1 | 2 | 3 | 4 | 5 | [78] |
| 23. If you are rude to customers, they probably won't come back. | 1 | 2 | 3 | 4 | 5 | [79] |
| 24. A supervisor is there not only to make sure that you are doing your job properly but also to give you help when you need it. | 1 | 2 | 3 | 4 | 5 | [80] |

			2
[1	2	3	4]

Your Opinions About the Co-operative Education Program

The purpose of this section is to find out what you and other students think about Scarborough's co-operative education program. The answers that you provide will be used to find out how well the program is working and to determine how to improve it. There are no right or wrong answers. The important thing for you to do is to give the answer that is right for you.

2
[5]

A. Why Did You Choose Co-operative Education?

1. Listed below are a number of possible reasons for taking part in the co-operative education program. Please circle the number which shows how important each reason was for you when you made the choice.

Circle 1 if the reason was NOT IMPORTANT.
Circle 2 if the reason was SOMEWHAT IMPORTANT.
Circle 3 if the reason was VERY IMPORTANT.

	NOT IMPORTANT	SOMEWHAT IMPORTANT	VERY IMPORTANT	
(a) To learn job skills	1	2	3	[6]
(b) To get out of going to school	1	2	3	[7]
(c) To obtain a job reference . .	1	2	3	[8]
(d) To use what I have learned in school	1	2	3	[9]
(e) To learn how to be successful at work	1	2	3	[10]
(f) To take part in a <u>practical</u> learning experience	1	2	3	[11]
(g) To help me decide about a future career (job)	1	2	3	[12]
(h) To help me get a full-time job after I finish high school	1	2	3	[13]
(i) To work with up-to-date equipment	1	2	3	[14]
(j) To help me develop confidence in myself	1	2	3	[15]
(k) To give me more interest in school	1	2	3	[16]
(l) To meet new people	1	2	3	[17]

	NOT IMPORTANT	SOMEWHAT IMPORTANT	VERY IMPORTANT	
(m) To earn credits for high school graduation	1	2	3	[18]
(n) To help me decide about my future education	1	2	3	[19]
(o) Other (please specify)				

2. From which of the following sources did you learn about the co-operative education program? (Check any that apply.)

- | | | | |
|--|--------------------------|-----|------|
| (a) Parent or guardian | ☐ | (1) | [20] |
| (b) Brother or sister | ☐ | (1) | [21] |
| (c) Friend(s) | ☐ | (1) | [22] |
| (d) Other student(s) who has (have) taken the co-operative education program | ☐ | (1) | [23] |
| (e) Teacher(s) | ☐ | (1) | [24] |
| (f) Guidance counsellor | ☐ | (1) | [25] |
| (g) School course selection booklets | ☐ | (1) | [26] |
| (h) Television | ☐ | (1) | [27] |
| (i) Other (please specify) | ☐ | (1) | [28] |

B. Your Co-operative Education Schedule

1. What type of co-operative education schedule do you have? (Check one.)

- | | | | |
|---|--------------------------|-----|------|
| Full day, every other day, full school year | ☐ | (1) | |
| Ten week block (full time) | ☐ | (2) | |
| Full day, every day, one semester | ☐ | (3) | [29] |
| Half day, every day, one semester | ☐ | (4) | |
| Alternate weeks, one semester | ☐ | (5) | |
| Other (please specify) | ☐ | (6) | |

2. On the ends of each scale of numbers below are statements of opposite feelings or attitudes. By circling one number on each scale, indicate how you would describe your own co-operative education schedule. (*The closer your circled number is to one statement, the more strongly you feel that the statement describes your opinion about your co-operative education schedule. Circling the number 3 would show that your feeling is right between the two opposites.*)

- | | | | | | | | |
|---|---|---|---|---|---|---|------|
| (a) My schedule permits very little opportunity to get to know other employees. | 1 | 2 | 3 | 4 | 5 | My schedule permits a great deal of opportunity to get to know other employees. | [30] |
| (b) My schedule permits very little time to develop job skills. | 1 | 2 | 3 | 4 | 5 | My schedule permits a great deal of time to develop job skills. | [31] |
| (c) My schedule permits very little opportunity for me to feel as if I "belong" in the company. | 1 | 2 | 3 | 4 | 5 | My schedule permits a great deal of opportunity for me to feel as if I "belong" in the company. | [32] |
| (d) My schedule creates many transportation problems. | 1 | 2 | 3 | 4 | 5 | My schedule creates few transportation problems. | [33] |
| (e) My schedule provides me with very little idea of what a full-time job schedule would be like. | 1 | 2 | 3 | 4 | 5 | My schedule provides me with a very good idea of what a full-time job schedule would be like. | [34] |
| (f) My schedule permits very little opportunity for me to feel as if I "belong" in my school. | 1 | 2 | 3 | 4 | 5 | My schedule permits a great deal of opportunity for me to feel as if I "belong" in my school. | [35] |
| (g) Because of my schedule, I now take part in after-school activities less often than I used to. | 1 | 2 | 3 | 4 | 5 | Because of my schedule, I now take part in after-school activities more often than I used to. | [36] |
| (h) My schedule leaves me very little time to hold a part-time job. | 1 | 2 | 3 | 4 | 5 | My schedule leaves me a great deal of time to hold a part-time job. | [37] |
| (i) My schedule has led to a great deal of upset in our family routine. | 1 | 2 | 3 | 4 | 5 | My schedule has led to very little upset in our family routine. | [38] |

(j) A good thing about my schedule is:

(k) A problem with my schedule is:

3. (a) Did you have a part-time job last year?

Yes. ☐ (1)
 No ☐ (2)

[39]

(b) Do you have a part-time job this year?

Yes. ☐ (1)
 No ☐ (2)

[40]

(c) Has your co-operative education schedule prevented you from taking a part-time job this year?

Yes. ☐ (1)
 No ☐ (2)

[41]

C. YOUR TRAINING STATION

1. At your school, were you provided with the opportunity to discuss the type of training station to which you would be going?

Yes. ☐ (1)
 No ☐ (2)

[42]

2. (a) Were you provided with the opportunity of having an interview with your employer before starting to work at your training station?

Yes. ☐ (1)
 No ☐ (2)

[43]

(b) If "yes", how helpful did you find this interview in deciding that the training station was "right" for you? (Circle one number on the scale.)

CF LITTLE OR NO HELP	SOMEWHAT HELPFUL	VERY HELPFUL
1	2	3
	323	341

[44]

3. (a) How satisfied are you with the training station to which you have been assigned? (Circle one number on the scale.)

VERY DISSATISFIED	DISSATISFIED	SATISFIED	VERY SATISFIED
1	2	3	4

[45]

- (b) If you circled "1" or "2" above, please state the reasons for your dissatisfaction.

D. SUPERVISION

1. Which teacher has spent the greatest amount of time supervising you in the co-operative education program? (Check one only.)

Co-operative education teacher. ☐ (1)

Subject teacher (if different from co-operative education teacher) ☐ (2)

I have been supervised equally by my co-operative education teacher and my subject teacher. ☐ (3)

Other (please specify) _____ ☐ (4)

[46]

2. (a) How often are you visited by your teacher at your training station?

About once a week ☐ (1)

About once every two weeks ☐ (2)

About once every three weeks ☐ (3)

About once a month ☐ (4)

Never ☐ (5)

Other (please specify) ☐ (6)

[47]

(b) I feel my teacher visits me at my training station:

- Much too often ☐ (1)
 Just about the right amount ☐ (2)
 Not often enough ☐ (3)

[48]

3. (a) How long does your teacher spend with you on most visits?

- About 5 minutes ☐ (1)
 About 10 minutes ☐ (2)
 About 15 minutes ☐ (3)
 About 20 minutes ☐ (4)
 Other (please specify) ☐ (5)

[49]

(b) I feel that on most visits my teacher spends:

- Too much time with me ☐ (1)
 Just about the right amount of time with me ☐ (2)
 Too little time with me ☐ (3)

[50]

4. Information about each of the topics listed below is usually given to students at the time they start their training station. Please circle one number beside each topic listed below to show who gave you the information for that topic.

Circle 1 if your TEACHER gave you the information.
 Circle 2 if your COMPANY SUPERVISOR gave you the information.
 Circle 3 if both your TEACHER & COMPANY SUPERVISOR gave you the information.
 Circle 4 if ANOTHER PERSON gave you the information.
 Circle 5 if you needed the information but it was NOT GIVEN to you.
 Circle N if the topic DOES NOT APPLY TO YOU.



(a) Hours of work. 1 2 3 4 5 N

[51]

(b) Lunch breaks and/or coffee breaks. 1 2 3 4 5 N

[52]

TEACHER	COMPANY SUPERVISOR	TEACHER & COMPANY SUPERVISOR	ANOTHER PERSON	NOT GIVEN	DOES NOT APPLY
---------	--------------------	------------------------------	----------------	-----------	----------------

(c) Safety regulations	1	2	3	4	5	N	[53]
(d) Dress code	1	2	3	4	5	N	[54]
(e) Method of reporting your absence . .	1	2	3	4	5	N	[55]
(f) Punctuality	1	2	3	4	5	N	[56]
(g) Payment policy	1	2	3	4	5	N	[57]
(h) Course credits	1	2	3	4	5	N	[58]
(i) Methods of evaluation	1	2	3	4	5	N	[59]

5. How often does your teacher review with you the following items?
(Circle one number beside each item listed below.)

For example, this is how to answer item "a".

Circle 1 if your teacher NEVER reviews your assignment log with you.
Circle 2 if your teacher RARELY reviews your assignment log with you.
Circle 3 if your teacher SOMETIMES reviews your assignment log with you.
Circle 4 if your teacher FREQUENTLY reviews your assignment log with you.
Circle 5 if your teacher VERY FREQUENTLY reviews your assignment log with you.

Circle N if the item DOES NOT APPLY to you because you do not keep an assignment log.

NEVER	RARELY	SOMETIMES	FREQUENTLY	VERY FREQUENTLY	DOES NOT APPLY
-------	--------	-----------	------------	-----------------	----------------

(a) Your assignment log	1	2	3	4	5	N	[60]
(b) Punctuality at your training station	1	2	3	4	5	N	[61]
(c) Meeting job deadlines	1	2	3	4	5	N	[62]
(d) Samples of your work	1	2	3	4	5	N	[63]
(e) Your relationship with your employer	1	2	3	4	5	N	[64]
(f) Quality of your work at your training station	1	2	3	4	5	N	[65]
(g) Attendance at your training station	1	2	3	4	5	N	[66]

NEVER	RARELY	SOMETIMES	FREQUENTLY	VERY FREQUENTLY	DOES NOT APPLY
-------	--------	-----------	------------	-----------------	----------------

- (h) Your career (job) goals 1 2 3 4 5 N [67]
- (i) Effort at your training station
(how hard you try) 1 2 3 4 5 N [68]
- (j) Amount of work you accomplish
at your training station 1 2 3 4 5 N [69]
- (k) Your relationship with other
employees 1 2 3 4 5 N [70]
- (l) Dress at your training station . . . 1 2 3 4 5 N [71]
- (m) Relationship between your school
work and training station
activities 1 2 3 4 5 N [72]
- (n) Problems you have encountered
at your training station 1 2 3 4 5 N [73]
- (o) Proper use of equipment at
your training station 1 2 3 4 5 N [74]
- (p) Evaluation of your general progress
in the co-operative education program 1 2 3 4 5 N [75]

6. How often would you like your teacher to review with you each of the following? (Circle one number beside each item listed below.)

			2
[1	2	3	4]

NEVER	RARELY	SOMETIMES	FREQUENTLY	VERY FREQUENTLY	DOES NOT APPLY
-------	--------	-----------	------------	-----------------	----------------

- (a) Your assignment log 1 2 3 4 5 N [6]
- (b) Punctuality at your training
station 1 2 3 4 5 N [7]
- (c) Meeting job deadlines 1 2 3 4 5 N [8]
- (d) Samples of your work 1 2 3 4 5 N [9]
- (e) Your relationship with your
employer 1 2 3 4 5 N [10]
- (f) Quality of your work at your
training station 1 2 3 4 5 N [11]

[3]
[5]



- | | | | | | | | |
|---|---|---|---|---|---|---|------|
| (g) Attendance at your training station | 1 | 2 | 3 | 4 | 5 | N | [12] |
| (h) Your career (job) goals | 1 | 2 | 3 | 4 | 5 | N | [13] |
| (i) Effort at your training station (how hard you try) | 1 | 2 | 3 | 4 | 5 | N | [14] |
| (j) Amount of work you accomplish at your training station | 1 | 2 | 3 | 4 | 5 | N | [15] |
| (k) Your relationship with other employees | 1 | 2 | 3 | 4 | 5 | N | [16] |
| (l) Dress at your training station | 1 | 2 | 3 | 4 | 5 | N | [17] |
| (m) Relationship between your school work and training station activities | 1 | 2 | 3 | 4 | 5 | N | [18] |
| (n) Problems you have encountered at your training station | 1 | 2 | 3 | 4 | 5 | N | [19] |
| (o) Proper use of equipment at your training station | 1 | 2 | 3 | 4 | 5 | N | [20] |
| (p) Evaluation of your general progress in the co-operative education program | 1 | 2 | 3 | 4 | 5 | N | [21] |

7. How helpful do you feel it can be to have your teacher review with you each of the following? (Circle one number beside each item listed below.)

For example, this is how to answer item "a".

- Circle 1 if you think reviewing your assignment log with your teacher can be OF NO HELP.
- Circle 2 if you think reviewing your assignment log with your teacher can be SOMEWHAT HELPFUL.
- Circle 3 if you think reviewing your assignment log with your teacher can be VERY HELPFUL.
- Circle N if the item DOES NOT APPLY to you because you do not keep an assignment log.



- | | | | | | |
|--|---|---|---|---|------|
| (a) Your assignment log | 1 | 2 | 3 | N | [22] |
| (b) Punctuality at your training station | 1 | 2 | 3 | N | [23] |
| (c) Meeting job deadlines | 1 | 2 | 3 | N | [24] |



- | | 1 | 2 | 3 | N | |
|---|---|---|---|---|------|
| (d) Samples of your work | | | | | [25] |
| (e) Your relationship with your employer | | | | | [26] |
| (f) Quality of your work at your training station. | | | | | [27] |
| (g) Attendance at your training station | | | | | [28] |
| (h) Your career (job) goals | | | | | [29] |
| (i) Effort at your training station (how hard you try) | | | | | [30] |
| (j) Amount of work you accomplish at your training station | | | | | [31] |
| (k) Your relationship with other employees | | | | | [32] |
| (l) Dress at your training station | | | | | [33] |
| (m) Relationship between your school work and training station activities | | | | | [34] |
| (n) Problems you have encountered at your training station | | | | | [35] |
| (o) Proper use of equipment at your training station | | | | | [36] |
| (p) Evaluation of your general progress in the co-operative education program | | | | | [37] |

8. Are there other issues that you would like to have the opportunity to discuss on a regular basis with your teacher? (Check one.)

No ☐ (1)

Yes (please specify below) ☐ (2)

9. Overall, how satisfied have you been with the supervision you have received from your teacher? (Circle one number on the scale.)

VERY
DISSATISFIED
1

DISSATISFIED
2

SATISFIED
3

VERY
SATISFIED
4

[39]

10. (a) Have you had any problems while at your training station?
(Check one.)

- No ☐ (1)
- Yes (please specify below) ☐ (2)

[40]

(b) If "yes", how was this problem solved?

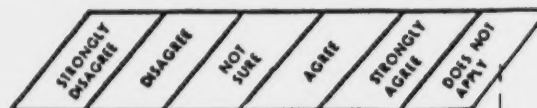
- Solved on my own ☐ (1)
- Solved with the assistance of my teacher . . . ☐ (2)
- Solved with the assistance of my
company supervisor ☐ (3)
- Solved with the assistance of both my
teacher and company supervisor ☐ (4)
- Solved with assistance of a person(s)
other than my teacher or company supervisor . ☐ (5)
- Not solved because no one seemed to
have time to help me with my problem even
though I asked for help ☐ (6)
- Not solved because no solution seemed
to exist ☐ (7)
- Other (please specify) ☐ (8)

[41]

E. WHAT HAS THE PROGRAM MEANT FOR YOU?

1. Circle the number which shows to what extent you agree or disagree with each statement listed below. Please read each statement carefully before answering.

Circle 1 if you STRONGLY DISAGREE with the statement.
 Circle 2 if you DISAGREE with the statement.
 Circle 3 if you are NOT SURE about the statement.
 Circle 4 if you AGREE with the statement.
 Circle 5 if you STRONGLY AGREE with the statement.
 Circle N if the statement DOES NOT APPLY to you.



- | | | | | | | | |
|--|---|---|---|---|---|---|------|
| (a) My co-operative education experience has given me a very good idea of what a full-time job would be like. | 1 | 2 | 3 | 4 | 5 | N | [42] |
| (b) At my training station, I have been unable to use anything that I learned at school. . . . | 1 | 2 | 3 | 4 | 5 | N | [43] |
| (c) The job contacts I have made during my co-operative education program have put me in a better position to get a full-time job. | 1 | 2 | 3 | 4 | 5 | N | [44] |
| (d) I had considered dropping out of school but decided to stay because of the co-operative education program. . | 1 | 2 | 3 | 4 | 5 | N | [45] |
| (e) The tasks and duties which were assigned to me at my training station were boring. | 1 | 2 | 3 | 4 | 5 | N | [46] |
| (f) I have more confidence now because of my experience in the co-operative education program. | 1 | 2 | 3 | 4 | 5 | N | [47] |
| (g) Being in the co-operative education program has made my school subjects seem more relevant. | 1 | 2 | 3 | 4 | 5 | N | [48] |

STRONGLY DISAGREE	DISAGREE	NOT SURE	AGREE	STRONGLY AGREE	DON'T KNOW
----------------------	----------	-------------	-------	-------------------	---------------

(h) My experience in the co-operative education program has taught me how to get along better with others.	1	2	3	4	5	N	[49]
(i) I have learned few new skills at my training station.	1	2	3	4	5	N	[50]
(j) My co-operative education experience has made me decide to enter the work force earlier than I had originally planned. .	1	2	3	4	5	N	[51]
(k) There is no relationship between what I have learned at my training station and what I learn at school.	1	2	3	4	5	N	[52]
(l) I had the opportunity to work on more modern equipment at my training station than is available in school.	1	2	3	4	5	N	[53]
(m) My co-operative education experience has given me the opportunity to improve the skills I have learned in school.	1	2	3	4	5	N	[54]
(n) My co-operative education experience has made me see the need to continue my schooling. .	1	2	3	4	5	N	[55]
(o) Since I started in the co-operative education program I have found school more boring.	1	2	3	4	5	N	[56]
(p) My co-operative education experience has helped me to understand how to succeed at work.	1	2	3	4	5	N	[57]
(q) The things I have learned at my training station have helped me to better understand my school work.	1	2	3	4	5	N	[58]

2. (a) Before taking part in the co-operative education program, had you decided what kind of work you wanted to do?
(Check one.)

← No ☐ (1)

[59]

← Yes ☐ (2)

- (b) If "yes", how has your experience in the co-operative education program influenced your decision. (Check one only.)

(i) My co-operative education experience has made me sure of my decision. ☐ (1)

(ii) I have changed my plans and have decided on a different type of job in the same field. ☐ (2)

(iii) I have changed my plans and have decided on a completely different career. ☐ (3)

[60]

(iv) I am now more confused about the kind of work I want to do. ☐ (4)

(v) My co-operative education experience has had no influence on my career decision. ☐ (5)

- (c) If "no", if you had not previously decided on the type of work you wanted to do, please indicate how the co-operative education program has influenced you. (Check any that apply.)

(i) My co-operative education experience has given me a better idea of the kind of work I would like to do. ☐ (1)

[61]

(ii) My co-operative education experience has given me a better idea of the kind of work I do not want to do. ☐ (1)

[62]

(iii) I am still unsure as to the type of work I would like to do. ☐ (1)

[63]

F. Your Comments

In the space below, please add any comments, suggestions, or impressions that you would like to share with us about the co-operative education program (e.g., suggestions for improvement, positive or negative experiences, etc.)

THANK YOU VERY MUCH FOR COMPLETING THIS SURVEY.

APPENDIX B

Teacher Questionnaire

CEDSS CO-OPERATIVE EDUCATION SUB-COMMITTEE

Teacher Questionnaire

PLEASE REMOVE THIS IDENTIFYING PAGE
BEFORE RETURNING QUESTIONNAIRE.

TEACHER PERCEPTIONS OF SCARBOROUGH'S CO-OPERATIVE EDUCATION PROGRAM

The purpose of this survey is to find out what you and other teachers think about Scarborough's co-operative education program. The answers that you provide will be used to find out how well the program is working and to determine, where necessary, how to improve it.

BACKGROUND INFORMATION

A. Your school: _____
(name)

--	--	--

(number)

[5 - 7]

B. In what type of co-operative education program are you involved?
(Check one only.)

Business Education Program ☐ (1)

Technical Education Program ☐ (2)

Academic Program ☐ (3)

Re-Entry Program ☐ (4)

Community Involvement Project ☐ (5)

Other (please specify) _____ ☐ (6)

[8]

C. When did (will) your co-operative education program begin this year?
(Check one.)

September, 1981 ☐ (1)

October, 1981 ☐ (2)

November, 1981 ☐ (3)

December, 1981 ☐ (4)

January, 1982 ☐ (5)

February, 1982 ☐ (6)

Other (please specify) _____ ☐ (7)

[9]

A. GOALS OF THE PROGRAM

1. The goals of the various co-operative education programs are still in the process of being clearly delineated. Listed below is a set of goals which are common to all co-operative education programs. Please indicate how important you feel each of these goals to be by circling the appropriate number beside each goal listed below.

	<u>OF LITTLE</u> <u>IMPORTANCE</u>	<u>OF MODERATE</u> <u>IMPORTANCE</u>	<u>OF GREAT</u> <u>IMPORTANCE</u>	
(a) To assist students in clarifying their career plans	1	2	3	[10]
(b) To assist students in clarifying their plans for post secondary education	1	2	3	[11]
(c) To assist students in developing marketable job skills	1	2	3	[12]
(d) To develop in students an understanding of employers' expectations in the world of work	1	2	3	[13]
(e) To teach students how to meet employers' expectations in the world of work	1	2	3	[14]
(f) To increase student motivation in school .	1	2	3	[15]
(g) To improve student self-esteem	1	2	3	[16]
(h) To provide students with an alternative method of earning credits toward their secondary school program	1	2	3	[17]
(i) To reinforce classroom learning	1	2	3	[18]
(j) To provide an alternative form of education to students who are identified as potential drop-outs	1	2	3	[19]
(k) To provide students with a practical learning experience	1	2	3	[20]
(l) Other (Please list any additional goals that you would like to see emphasized as part of the co-operative education program.)				

B. YOUR SCHEDULE

1. How is your co-operative education program scheduled?
(Check one only.)

Full day, every other day, full school year ☐ (1)
Ten-week blocks ☐ (2)
Full day, every day, one semester ☐ (3)
Half day, every day, one semester ☐ (4)
Alternative weeks, one semester ☐ (5)
Other (please specify) _____ ☐ (6)

[21]

2. Has your co-operative education schedule created any problems for you as a teacher? (Check one.)

Yes ☐ (1)
No ☐ (2)

[22]

If "yes", please specify _____

3. As a teacher, how satisfied are you with your current co-operative education schedule? (Circle one number on the scale.)

<u>VERY</u> <u>DISSATISFIED</u>	<u>DISSATISFIED</u>	<u>SATISFIED</u>	<u>VERY</u> <u>SATISFIED</u>
1	2	3	4

[23]

4. Which of the following schedules do you think would best meet your own needs and the needs of students in your program? (Check one only.)

Full day, every other day, full school year ☐ (1)
Ten-week blocks ☐ (2)
Full day, every day, one semester ☐ (3)
Half day, every day, one semester ☐ (4)
Alternate weeks, one semester ☐ (5)
Other (please specify) _____ ☐ (6)

[24]

C. SUPERVISION OF STUDENTS

1. How many students are you currently supervising in the co-operative education program? (Complete as per the following examples: student, students.)

student(s) [25-26]

2. How many credits do students in your program receive? (Check one.)

One in-school credit, one out-of-school credit . . . ☐ (1)

One in-school credit, two out-of-school credits . . . ☐ (2)

One in-school credit, one Life Skills credit, two out-of-school credits ☐ (3) [27]

Two in-school credits, four out-of-school credits . ☐ (4)

Don't know ☐ (5)

Other (please specify) _____ ☐ (6)

3. In any two-week period, how many hours have you been allotted in your timetable to administer and monitor your co-operative education program? (If no time has been allotted in your timetable, complete as follows:

)

hour(s) [28-29]

4. How often do you visit each student's training station? (Check one.)

Once a week ☐ (1)

Once every two weeks ☐ (2)

Once every three weeks ☐ (3) [30]

Once a month ☐ (4)

Never ☐ (5)

Other (please specify) _____ ☐ (6)

5. On average, approximately how much time is required for each of your visits to a training station? (Check one. Please include travelling time in your calculations.)

15 minutes ☐ (1)
30 minutes ☐ (2)
45 minutes ☐ (3)
1 hour ☐ (4)
1 hour and 15 minutes ☐ (5)
1 hour and 30 minutes ☐ (6)
Other (please specify) _____ ☐ (7)

[31]

6. Ideally, how often do you think students should be visited at their training station? (Check one.)

Once a week ☐ (1)
Once every two weeks ☐ (2)
Once every three weeks ☐ (3)
Once a month ☐ (4)
Never ☐ (5)
Other (please specify) _____ ☐ (6)

[32]

7. (a) Do you spend extra time (that is, in addition to your timetable allotment) on the co-operative education program? (Check one.)

Yes ☐ (1)
No ☐ (2)

[33]

- (b) If "yes", how many extra hours do you spend per two-week period?

hour(s)

[34-35]

8. Given the amount of time allotted in your timetable for co-operative education, what do you feel is the maximum number of students that you can effectively accommodate in your program?

student(s)

[36-37]

9. (a) As a co-operative education teacher, do you receive any special timetabling considerations?

Yes ☐ (1) [38]
 No ☐ (2)

- (b) If "yes", please specify by checking the appropriate boxes below.
 (Check any that apply.)

No on-call supervision ☐ (1) [39]
 No home-form supervision ☐ (1) [40]
 No timetabled supervision ☐ (1) [41]
 No exam supervision ☐ (1) [42]
 Other (please specify) _____

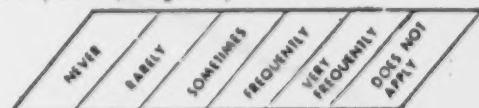
10. (a) Do you have a department supervision period? (Check one.)

Yes ☐ (1) [43]
 No ☐ (2)

- (b) If "yes", how often do you use the period(s) allotted to department supervision for co-operative education? (Check one.)

NEVER	RARELY	SOMETIMES	FREQUENTLY	VERY FREQUENTLY	
☐	☐	☐	☐	☐	[44]
(1)	(2)	(3)	(4)	(5)	

11. In supervising your co-operative education students, how often do you review each of the following with your students? (Circle one number beside each item. If the item does not apply to your program, circle "N".)



(a) Students' assignment logs	1	2	3	4	5	N	[45]
(b) Punctuality at students' training stations	1	2	3	4	5	N	[46]
(c) Meeting of job deadlines	1	2	3	4	5	N	[47]
(d) Samples of students' work	1	2	3	4	5	N	[48]
(e) Students' relationship with their employers	1	2	3	4	5	N	[49]



(f) Quality of students' work at their training stations	1	2	3	4	5	N	[50]
(g) Attendance at the training station	1	2	3	4	5	N	[51]
(h) Students' career (job) goals	1	2	3	4	5	N	[52]
(i) Students' efforts at their training stations (how hard they try)	1	2	3	4	5	N	[53]
(j) Amount of work accomplished by students at their training stations	1	2	3	4	5	N	[54]
(k) Students' relationships with other employees	1	2	3	4	5	N	[55]
(l) Dress at the training station	1	2	3	4	5	N	[56]
(m) Relationship between students' work and training station activities	1	2	3	4	5	N	[57]
(n) Problems students have encountered at their training stations	1	2	3	4	5	N	[58]
(o) Proper use of equipment at students' training stations	1	2	3	4	5	N	[59]
(p) Evaluation of students' general progress	1	2	3	4	5	N	[60]

12. As part of the student learning experience, how helpful do you feel it is to review each of the following with your students? (Circle one number beside each item. If the item does not apply to your program, circle "N".)

	OF NO HELP	SOMEWHAT HELPFUL	VERY HELPFUL	DOES NOT APPLY	
(a) Students' assignment logs	1	2	3	N	[61]
(b) Punctuality at students' training stations	1	2	3	N	[62]
(c) Meeting job deadlines	1	2	3	N	[63]
(d) Samples of students' work	1	2	3	N	[64]
(e) Students' relationship with their employers	1	2	3	N	[65]
(f) Quality of students' work at their training stations	1	2	3	N	[66]

	<u>OF NO HELP</u>	<u>SOMEWHAT HELPFUL</u>	<u>VERY HELPFUL</u>	<u>DOES NOT APPLY</u>	
(g) Attendance at the training station	1	2	3	N	[67]
(h) Students' career (job) goals	1	2	3	N	[68]
(i) Students' efforts at their training stations (how hard they try)	1	2	3	N	[69]
(j) Amount of work accomplished by students at their training stations	1	2	3	N	[70]
(k) Students' relationships with other employees	1	2	3	N	[71]
(l) Dress at the training station	1	2	3	N	[72]
(m) Relationship between students' work and training station activities	1	2	3	N	[73]
(n) Problems students have encountered at their training stations	1	2	3	N	[74]
(o) Proper use of equipment at students training stations	1	2	3	N	[75]
(p) Evaluation of students' general progress	1	2	3	N	[76]

D. ROLE OF CENTRAL OFFICE STAFF

1. From your own experience, how would you describe the current level of central office staff involvement in the co-operative education program? (Check one only.) [77]

- Too little central office staff involvement ☐ (1)
- Just about the right amount of central office staff involvement ☐ (2)
- Too much central office staff involvement ☐ (3)

2. How much central office staff involvement would you like to see in each of the following areas? (Circle one number on the scale beside each item.)

	<u>LITTLE OR NONE</u>				<u>A GREAT DEAL</u>	
(a) Interviewing of students to determine suitability for the program	1	2	3	4	5	[78]
(b) Locating appropriate training stations for students	1	2	3	4	5	[79]
(c) Monitoring of students	1	2	3	4	5	[80]

3. Please list any areas in which you would like to see more involvement on the part of central office staff.

4. Please list any areas in which you would like to see less involvement on the part of central office staff.

[For office
use only]

			2
1	2	3	4

E. PUBLICIZING THE PROGRAM

1. (a) To what extent have you been involved in promoting the co-operative education program among students in your school? (Check one.)

- Little or not at all ☐ (1)
- Somewhat ☐ (2)
- A great deal ☐ (3)

[5]

- (b) If you checked "somewhat" or "a great deal" above, please indicate what methods you have used to promote the program. (Check any that apply.)

- (a) Preparing course descriptions for the student handbook. ☐ (1)
- (b) Outlining the program to students during a formal class visit. ☐ (1)
- (c) Outlining the program to students during an evening "information session". ☐ (1)
- (d) Encouraging other teachers to promote the program ☐ (1)
- (e) Encouraging student services staff to promote the program. ☐ (1)
- (f) Other (please specify) _____ ☐ (1)

[6]

[7]

[8]

[9]

[10]

[11]

F. SELECTION OF STUDENTS

1. (a) Were you able to accommodate in your co-operative education program all the students who applied this year? (Check one.)

Yes. ☐ (1) [12]

No ☐ (2)

- (b) If "no", how many students who applied this year were rejected?

student(s) [13-14]

2. How many students dropped out of your program this year? (Do not include students who dropped out during the first two weeks of the program.)

student(s) [15-16]

3. Do you use a standard set of criteria in selecting students for your program (i.e., the same set of criteria for every student)? (Check one.)

Yes ☐ (1) [17]

No ☐ (2)

4. Which of the following criteria do you use in selecting students for the co-operative education program? (For items "a" - "f" check any that apply. For item "g" check one only.)

(a) Academic Average (Check any that apply.)

(i) Select students with a high academic average ☐ (1) [18]

(ii) Select students with a low academic average ☐ (1) [19]

(iii) Do not consider academic average in selection of students ☐ (1) [20]

(b) Attendance Record (Check any that apply.)

(i) Select students with good attendance records ☐ (1) [21]

(ii) Select students with poor attendance records ☐ (1) [22]

(iii) Do not consider attendance record in selection of students ☐ (1) [23]

(c) Punctuality Record (Check any that apply.)

(i) Select students with good punctuality records ☐ (1) [24]

(ii) Select students with poor punctuality records ☐ (1) [25]

(iii) Do not consider punctuality record in selection of students ☐ (1) [26]

(d) Attitude Toward School (Check any that apply.)

(i) Select students with a positive attitude toward school. ☐ (1) [27]

(ii) Select students with a negative attitude toward school. ☐ (1) [28]

(iii) Do not consider attitude toward school in
selection of students ☐ (1) [29]

(e) Attitude Toward Work (Check any that apply.)

(i) Select students who are highly interested in
entering the world of work ☐ (1) [30]

(ii) Select students who have little interest in
entering the world of work ☐ (1) [31]

(iii) Do not consider attitude toward work in
selection of students ☐ (1) [32]

(f) Select students who are likely to be good school
"ambassadors" ☐ (1) [33]

(g) Number of Credits Earned (Check one only.)

(i) Select students who have earned at least
7-13 credits (i.e., have completed Grade 9 credits). . ☐ (1)

(ii) Select students who have earned at least 14-20
credits (i.e., have completed Grade 10 credits) . . . ☐ (2)

(iii) Select students who have earned at least 21-26
credits (i.e., have completed Grade 11 credits) . . . ☐ (3) [34]

(iv) Select students who have earned more than
26 credits ☐ (4)

(v) Do not consider number of credits that students have
earned in selection of students ☐ (5)

(h) Other (Please list below any additional criteria that you use in
selecting students.)

5. Do you think that selection procedures for individual co-operative
education programs should be standardized across Scarborough? (Check one.)

Yes ☐ (1)

No ☐ (2) [35]

Not Sure ☐ (3)

6. Please indicate whether or not you think the following type of student could be successfully incorporated into your co-operative education program. (Circle the appropriate number for each item. If you don't know or are unsure, about an item, circle "DK".)

	<u>YES</u>	<u>NO</u>	<u>DON'T KNOW</u>	
(a) Student with a low academic average	1	2	DK	[36]
(b) Student with a poor attendance record	1	2	DK	[37]
(c) Student with a poor punctuality record	1	2	DK	[38]
(d) Student with a negative attitude toward school . .	1	2	DK	[39]
(e) Student with little interest in entering the world of work	1	2	DK	[40]
(f) Student who has earned less than 7 credits (i.e., a student who is starting high school) . .	1	2	DK	[41]
(g) Student who has earned between 7 and 13 credits (i.e., a student who has completed Grade 9 credits)	1	2	DK	[42]
(h) Student who has earned between 14 and 20 credits (i.e., student who has completed Grade 10 credits)	1	2	DK	[43]

G. SELECTION OF TRAINING STATION

1. To what extent have you been involved in the selection of training stations for your students? (Circle one number on the scale.)

<u>LITTLE OR NOT AT ALL</u>				<u>A GREAT DEAL</u>	
1	2	3	4	5	[44]

2. How satisfied are you with your degree of involvement in the selection of training stations for students? (Circle one number on the scale.)

<u>VERY DISSATISFIED</u>	<u>DISSATISFIED</u>	<u>SATISFIED</u>	<u>VERY SATISFIED</u>	
1	2	3	4	[45]

3. (a) How important do you feel it is to conduct personal interviews with students prior to placing students with a company? (Circle one number on the scale below.)

OF LITTLE OR
NO IMPORTANCE

VERY
IMPORTANT

1

2

3

4

5

[46]

- (b) Approximately what percentage of the students in your current program did you interview, prior to placement at a training station? (Check one only. If you have not as yet started your program, please check "PROGRAM NOT YET BEGUN".)

0%-40%

41%-60%

61%-80%

81%-90%

91%-100%

PROGRAM NOT
YET BEGUN

☐

(1)

☐

(2)

☐

(3)

☐

(4)

☐

(5)

☐

(9)

[47]

4. (a) How important do you feel it is to visit a training station which is new to your program before placing a student with a company? (Circle one number on the scale below.)

OF LITTLE OR
NO IMPORTANCE

VERY
IMPORTANT

1

2

3

4

5

[48]

- (b) Approximately what percentage of companies involved in your current program did you interview prior to placement of your students? (Check one only. If you have not as yet started your program, please check "PROGRAM NOT YET BEGUN".)

0%-40%

41%-60%

61%-80%

81%-90%

91%-100%

PROGRAM NOT
YET BEGUN

☐

(1)

☐

(2)

☐

(3)

☐

(4)

☐

(5)

☐

(9)

[49]

H. WHAT HAS THE PROGRAM MEANT FOR STUDENTS?

1. Based on your experience in the co-operative education program, how helpful do you feel the program has been to students in the following areas? (Circle one number on the scale beside each item. If you are unsure or have no opinion about an item, circle "N".)

	OF LITTLE OR NO HELP					VERY HELPFUL	NO OPINION	
(a) In assisting students to clarify their career goals	1	2	3	4	5		N	[50]
(b) In assisting students to clarify their plans for post high school education	1	2	3	4	5		N	[51]
(c) In assisting students to develop marketable job skills	1	2	3	4	5		N	[52]
(d) In assisting students to develop a clearer understanding of employers' expectations in the world of work .	1	2	3	4	5		N	[53]
(e) In teaching students methods of meeting employers' expectations in the world of work	1	2	3	4	5		N	[54]
(f) In increasing student motivation in school	1	2	3	4	5		N	[55]
(g) In improving student self-esteem . .	1	2	3	4	5		N	[56]
(h) In reinforcing classroom learning of students	1	2	3	4	5		N	[57]
(i) In retaining potential drop-outs in school	1	2	3	4	5		N	[58]
(j) Other (Please list below other major benefits that you feel students have derived from the program.)								

2. Overall, how helpful do you feel the co-operative education program has been for students? (Circle one number on the scale.)

OF LITTLE OR NO HELP					VERY HELPFUL	
	1	2	3	4	5	[59]

I. WHAT HAS THE PROGRAM MEANT FOR YOU?

1. How many years, including this year, have you been involved in the co-operative education program? (Check one.)

- One year ☐ (1)
- Two years ☐ (2)
- Three years or more ☐ (3)

[60]

2. Why did you become involved in the co-operative education program?

3. (a) Would you like to be involved in the program next year? (Check one.)

- Yes ☐ (1)
- No ☐ (2)

[61]

(b) Please state your reasons below.

4. How would you describe the attitude of each of the following people in your school toward the co-operative education program? (Circle one number on the scale beside each item listed below. If an item is not applicable, circle "N".)

	VERY POSITIVE					VERY NEGATIVE	NOT APPLICABLE	
(a) Principal	1	2	3	4	5		N	[62]
(b) Vice-principal	1	2	3	4	5		N	[63]
(c) Head of your department	1	2	3	4	5		N	[64]
(d) Other department heads	1	2	3	4	5		N	[65]
(e) Colleagues within your department	1	2	3	4	5		N	[66]
(f) Colleagues in other departments	1	2	3	4	5		N	[67]
(g) Yourself	1	2	3	4	5		N	[68]

J. COMMENTS

In the space below please add any comments, suggestions, or impressions that you would like to share with us about the co-operative education program (e.g., suggestions for improvements, positive or negative experiences, etc.).

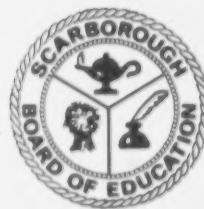
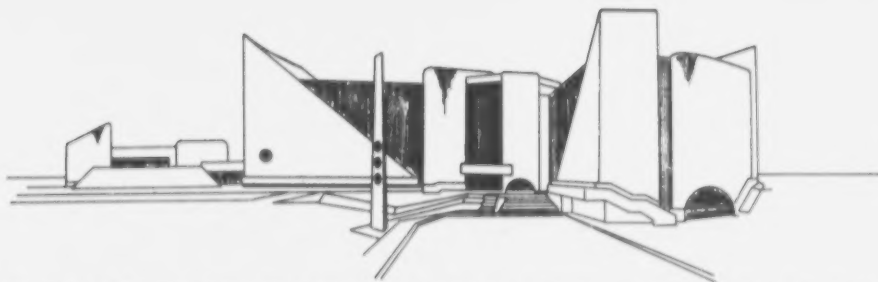
THANK YOU VERY MUCH FOR COMPLETING THIS SURVEY.

APPENDIX C

Employer Questionnaire With Covering Letter

W. A. PARISH
Director of Education
Secretary and Treasurer

J. J. WATT
Assistant Director
of Education



THE BOARD OF EDUCATION FOR THE BOROUGH OF SCARBOROUGH

EDUCATION CENTRE, 140 BOROUGH DRIVE, SCARBOROUGH, ONTARIO, M1P 4N6 TEL. 296-7111

March 25, 1982

Dear Co-operative Education Participant:

The Scarborough Board of Education is very pleased that you are participating in our co-operative education program. We hope that the program is working well for both you and the student(s) assigned to your organization.

As part of a system-wide evaluation being carried out in conjunction with the Ontario Ministry of Education, the Scarborough Board is now in the process of evaluating its co-operative education program. We are therefore most interested in obtaining your opinions and impressions of the program. Toward this end, we have designed the enclosed questionnaire which we hope you will take the time to complete. The answers that you provide will help to determine how well the program is working and how to improve it. Any specific suggestions that you may have would be most welcome.

For the survey results to be as accurate as possible, it is important that every questionnaire be completed and returned. The deadline for returns is Tuesday, April 13, 1982. A stamped, pre-addressed envelope has been enclosed for your convenience.

Please note that the number in the top corner of your survey will be used simply to verify returns. Unless you indicate otherwise, all your responses will remain confidential.

Thank you for your assistance. If, after reading this letter, you have any questions, please contact Ken Page, Co-operative Education Consultant, (296-7862) or Ruth Calman, Research Assistant, (296-7521).

Sincerely,

C. A. Cowan
Superintendent of Program

J. J. Watt
Assistant Director of
Education

jd
encl.

371

357

EMPLOYER PERCEPTIONS OF THE SCARBOROUGH CO-OPERATIVE EDUCATION PROGRAM

[1 - 3]

1

[4]

INTRODUCTION

The purpose of this survey is to find out what you and other employers think about Scarborough's co-operative education program. The answers that you provide will help to determine how well the program is working and how to improve it. Your time and assistance in completing this questionnaire are greatly appreciated.

BACKGROUND INFORMATION

- A. How long has your organization been involved with Scarborough's co-operative education program? (Check one.)

This is our first year ☐ (1)

This is our second year ☐ (2)

This is our third year ☐ (3)

We have been involved for more than 3 years ☐ (4)

Don't know ☐ (5)

[5]

- B. How many students have been involved with your organization so far *this year*? (Complete as per the following example:

; student(s); if you don't know, write .)

student(s)

[6 - 7]

- C. How many students have you been responsible for supervising so far this year?

student(s)

[8 - 9]

- D. In what type of work is your organization involved? (Check one.)

Retail ☐ (1)

Manufacturing ☐ (2)

Government ☐ (3)

Service industry ☐ (4)

Other (please specify) ☐ (5)

[10]

E. How many people are currently employed by your organization?
(Check one.)

- 1 - 10 ☐ (1)
- 11 - 25 ☐ (2)
- 26 - 100 ☐ (3)
- 101 - 500 ☐ (4)
- 500 + ... ☐ (5)
- Don't know ☐ (6)

[11]

A. REASONS FOR YOUR INVOLVEMENT IN THE PROGRAM

1. In answering the following questions, please circle

"Y" if your answer is "YES",
"N" if your answer is "NO",
"DK" if your answer is "DON'T KNOW".

Did your organization become involved in
the co-operative education program:

<u>YES</u>	<u>NO</u>	<u>DON'T</u> <u>KNOW</u>
(1)	(2)	(3)

- | | | | | |
|--|---|---|----|------|
| (a) to become acquainted with a source of
possible future employees? | Y | N | DK | [12] |
| (b) to obtain a better understanding of
in-school training programs? | Y | N | DK | [13] |
| (c) as a public relations measure? | Y | N | DK | [14] |
| (d) to help students understand the
world of work? | Y | N | DK | [15] |
| (e) to obtain a better understanding of
students and their attitudes? | Y | N | DK | [16] |

2. Please list below any other reasons that prompted your organization
to become involved in the co-operative education program.

B. SELECTION OF STUDENTS

1. (a) Is your organization involved in the selection of students for your program? (*Check one.*)

Yes ☐ (1)
No ☐ (2)
Don't know ☐ (3)

[17]

- (b) If "yes", which procedures are involved?
(*Check any that apply.*)

(i) Review of student's résumé ☐ (1)
(ii) Interview with student for
information only ☐ (1)
(iii) Interview with student for
final approval ☐ (1)
(iv) Discussion with teacher
prior to placement ☐ (1)
(v) Other (please specify) ☐ (1)

[18]

[19]

[20]

[21]

[22]

2. (a) Would you like to be more involved with the selection of students in your program? (*Check one.*)

Yes ☐ (1)
No ☐ (2)
Don't know ☐ (3)

[23]

- (b) If "yes", how would you wish to be more involved?
(*Check any that apply.*)

(i) Review of student's résumé ☐ (1)
(ii) Interview with student for
information only ☐ (1)
(iii) Interview with student for
final approval ☐ (1)
(iv) Discussion with teacher prior
to placement ☐ (1)
(v) Other (please specify) ☐ (1)

[24]

[25]

[26]

[27]

[28]

3. Given the career goals of individual students placed with your organization, how appropriate do you feel most student placements with your organization have been? (*Circle the appropriate number on the scale.*)

VERY
INAPPROPRIATE

VERY
APPROPRIATE

1 2 3 4 5

[29]

C. PROGRAM SCHEDULE

1. What schedule is used by most of your co-operative education students? (*Check one.*)

Full day, every other day, full school year ☐ (1)

Ten week block (full time) ☐ (2)

Full day, every other day, one semester* ☐ (3)

Half day, every day, one semester*. ☐ (4)

Alternate weeks, one semester*. ☐ (5)

Other (please specify) ☐ (6)

[30]

2. On the ends of each scale of numbers below are statements of opposite feelings or attitudes. By circling one number on each scale, indicate how you would describe your students' schedule. (*The closer your circled number is to one statement, the more strongly you feel that the statement describes your opinion about your students' schedule. Circling the number 3 would show that your feeling is right between the two opposites.*)

(a) This schedule permits 1 2 3 4 5 This schedule permits a little opportunity to get to know the students. a great deal of opportunity to get to know the students.

[31]

(b) This schedule permits 1 2 3 4 5 This schedule permits a very little time for students to develop job skills. a great deal of time for students to develop job skills.

[32]

(c) This schedule permits 1 2 3 4 5 This schedule permits a very little opportunity for students to feel as if they "belong" in the company. a great deal of opportunity for students to feel as if they "belong" in the company.

[33]

* One semester = five months

(d) This schedule creates 1 2 3 4 5 This schedule creates [34]
many transportation few transportation
problems for students. problems for students.

(e) This schedule provides 1 2 3 4 5 This schedule provides [35]
students with very students with a very
little idea of what a good idea of what a
full-time job schedule full-time job schedule
would be like. would be like.

(f) This schedule 1 2 3 4 5 This schedule rarely [36]
frequently results results in student
in student absences absences because of
because of student student participation
participation in in after-school
after-school activities. activities.

(g) This schedule 1 2 3 4 5 This schedule rarely [37]
frequently results results in student
in student absences absences because of
because of student student commitment to
commitment to part-time jobs. part-time jobs.

(h) A good thing about this schedule is _____

(i) A problem with this schedule is _____

3. Which of the following schedules would you prefer?
(Check one.)

Full day, every other day, ☐ (1)
full school year

Ten week block (full time) ☐ (2)

Full day, every other day, ☐ (3)
one semester*

Half day, every day, one semester* . . ☐ (4)

Alternate weeks, one semester* ☐ (5)

Other (please specify) ☐ (6)

[38]

D. COMMUNICATION BETWEEN EMPLOYERS AND SCHOOLS

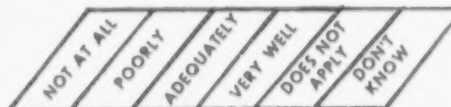
1. We are interested in finding out what type of information is currently being *provided* to employers by the school and also what type of information employers feel would be *useful* to receive. For each of the student information items listed below, please circle the letter(s) in Column A which indicate(s) whether or not the information was usually provided to you by the school prior to the arrival of students at your organization. Then, please circle the appropriate letter(s) in Column B to indicate whether or not you feel this is useful information for you to have.

	COLUMN A			COLUMN B			
	WAS THE INFORMATION PROVIDED BY THE SCHOOL?			IS THIS USEFUL INFORMATION?			
	YES	NO	DON'T KNOW	YES	NO	DON'T KNOW	
(a) Ages of students	Y	N	DK	Y	N	DK	[39 - 40]
(b) Sex of students	Y	N	DK	Y	N	DK	[41 - 42]
(c) Subjects or program taken by students	Y	N	DK	Y	N	DK	[43 - 44]
(d) Students' school marks	Y	N	DK	Y	N	DK	[45 - 46]
(e) Students' relevant skills	Y	N	DK	Y	N	DK	[47 - 48]
(f) Students' training station expectations	Y	N	DK	Y	N	DK	[49 - 50]
(g) Students' career goals	Y	N	DK	Y	N	DK	[51 - 52]
(h) Other (Please list below other types of information you would like the school to provide.)							

Y = 1
N = 2
DK = 3

COLUMN
A B

2. Listed below are a number of responsibilities about which participating organizations should be informed. How well have each of these responsibilities been explained to you by a representative of the school? (Circle the appropriate number for each item. If an item does not apply to your situation, circle "N". If you are unsure or don't know, circle "DK".)



- | | | | | | | | |
|--|---|---|---|---|---|----|------|
| (a) To ensure students complete the required hours at the training station | 1 | 2 | 3 | 4 | N | DK | [53] |
| (b) To promote the development of acceptable attitudes by students | 1 | 2 | 3 | 4 | N | DK | [54] |
| (c) To inform students of company safety procedures . . . | 1 | 2 | 3 | 4 | N | DK | [55] |
| (d) To follow agreed-upon payment policy | 1 | 2 | 3 | 4 | N | DK | [56] |
| (e) To report student absences to the school | 1 | 2 | 3 | 4 | N | DK | [57] |
| (f) To prepare a training program in co-operation with the school | 1 | 2 | 3 | 4 | N | DK | [58] |
| (g) To follow agreed-upon methods of evaluation | 1 | 2 | 3 | 4 | N | DK | [59] |

3. (a) In general, how often do you discuss student progress in the program with the liaison teacher? (Check one.)

- | | | |
|--|--------------------------|-----|
| About once a week | ☐ | (1) |
| About once every two weeks | ☐ | (2) |
| About once every three weeks | ☐ | (3) |
| About once a month | ☐ | (4) |
| Never | ☐ | (5) |
| Other (please specify) | ☐ | (6) |

[60]

(b) In your opinion, these discussions of student progress with the liaison teacher take place: (Check one.)

- Much too often ☐ (1)
Often enough ☐ (2)
Not often enough ☐ (3)

[61]

4. Overall, how satisfied are you with the communication between yourself and the school? (Check one.)

- Very satisfied ☐ (1)
Satisfied ☐ (2)
Dissatisfied ☐ (3)
Very dissatisfied ☐ (4)

[62]

E. IMPRESSIONS OF STUDENTS AT START OF TRAINING

1. How would you describe your students' understanding of the importance of the following when they *began* training with your organization? (Circle the appropriate number for each item. If an item does not apply to your situation, circle "N". If you are unsure or don't know, circle "DK".)

VERY POOR	POOR	AVERAGE	GOOD	VERY GOOD	DOES NOT APPLY	DON'T KNOW
-----------	------	---------	------	-----------	----------------	------------

- | | | | | | | | |
|--|---|---|---|---|---|---|----|
| (a) Punctuality | 1 | 2 | 3 | 4 | 5 | N | DK |
| (b) Regular attendance | 1 | 2 | 3 | 4 | 5 | N | DK |
| (c) Completing assignment log | 1 | 2 | 3 | 4 | 5 | N | DK |
| (d) Meeting job deadlines | 1 | 2 | 3 | 4 | 5 | N | DK |
| (e) Showing initiative | 1 | 2 | 3 | 4 | 5 | N | DK |
| (f) Establishing a positive relationship with the employer | 1 | 2 | 3 | 4 | 5 | N | DK |
| (g) Producing work of good quality | 1 | 2 | 3 | 4 | 5 | N | DK |
| (h) Producing an acceptable quantity of work | 1 | 2 | 3 | 4 | 5 | N | DK |
| (i) Observing safety regulations | 1 | 2 | 3 | 4 | 5 | N | DK |

[63]

[64]

[65]

[66]

[67]

[68]

[69]

[70]

[71]



- (j) Establishing a positive relationship with other employees 1 2 3 4 5 N DK [72]
- (k) Suitable dress 1 2 3 4 5 N DK [73]
- (l) Proper use of equipment . . . 1 2 3 4 5 N DK [74]

F. GENERAL FEELINGS ABOUT THE PROGRAM

Earlier in this survey we asked for your reasons for becoming involved in the program. In this section, we are interested in finding out to what extent your expectations for the program have been met; what benefits, if any, you are deriving from the program that you did not originally anticipate; and what problems, if any, have arisen as a result of your involvement in the program.

1. Listed below are statements describing ways in which the co-operative education program may be of benefit. Please indicate the extent to which you agree or disagree with each statement.

Circle 1 if you STRONGLY DISAGREE with the statement.
 Circle 2 if you DISAGREE with the statement.
 Circle 3 if you are NOT SURE about the statement.
 Circle 4 if you AGREE with the statement.
 Circle 5 if you STRONGLY AGREE with the statement.



- (a) The program is helping my organization become acquainted with a source of future possible employees. 1 2 3 4 5 [75]
- (b) The program is helping my organization to understand in-school training programs. . . . 1 2 3 4 5 [76]
- (c) The program is proving to be a good public relations measure. 1 2 3 4 5 [77]
- (d) The program is helping students to understand the world of work. 1 2 3 4 5 [78]
- (e) The program is helping my organization to understand students and their attitudes. 1 2 3 4 5 [79]
- (f) Other benefits (please specify)

380

[80]

[1 - 3]

2. (a) Have you hired any students in the past two years as a result of their involvement in your program?
(Check one.)

☒ 2

[4]

Yes ☐ (1)

No ☐ (2)

Don't know ☐ (3)

[5]

- (b) If "yes", how many students have you hired?

students

[6 - 7]

3. (a) Has your organization experienced any problems because of your involvement in the co-operative education program?
(Check one.)

Yes ☐ (1)

No ☐ (2)

Don't know ☐ (3)

[8]

- (b) If "yes", please describe the problem(s).

4. (a) Are you prepared to continue your involvement in the program?
(Check one.)

Yes ☐ (1)

No ☐ (2)

Don't know ☐ (3)

[9]

- (b) If "no", please specify your reason(s).

G. COMMENTS

1. Please add any additional comments, suggestions, or impressions that you would like to share with us about the program (e.g., suggestions for improvement, positive or negative experiences, etc.)

OPTIONAL:

Name of Company: _____

Address: _____

Telephone Number: _____

SHOULD YOU HAVE ANY QUESTIONS REGARDING THE QUESTIONNAIRE
CONTACT RUTH CALMAN, RESEARCH ASSISTANT, AT 296-7521.

RETURN TO: RESEARCH CENTRE
SCARBOROUGH BOARD OF EDUCATION
140 BOROUGH DRIVE
SCARBOROUGH, ONTARIO M1P 4N6

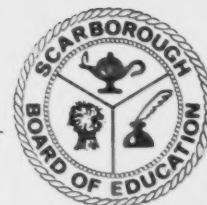
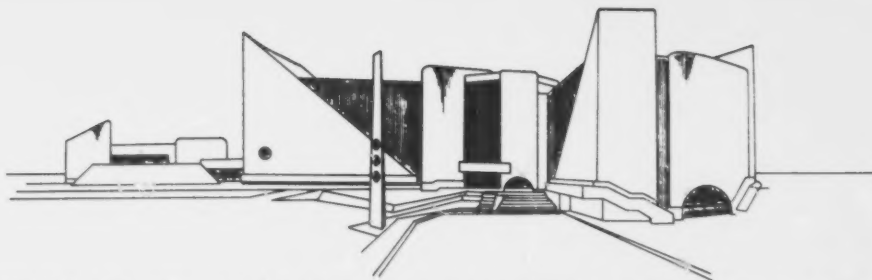
THANK YOU FOR COMPLETING THIS SURVEY.

APPENDIX D

Parent Questionnaire With Covering Letter

W. A. PARISH
Director of Education
Secretary and Treasurer

J. J. WATT
Assistant Director
of Education



THE BOARD OF EDUCATION FOR THE BOROUGH OF SCARBOROUGH

EDUCATION CENTRE, 140 BOROUGH DRIVE, SCARBOROUGH, ONTARIO, M1P 4N6 TEL. 296-7111

March 1, 1982

Dear Parent:

WE NEED YOUR ASSISTANCE!

In its continuing effort to improve the quality of education in Scarborough, the Scarborough Board of Education is carrying out an evaluation of selected aspects of the school system. This project, entitled "Co-operative Evaluation and Development of School Systems", (CEDSS) is being carried out in conjunction with the Ontario Ministry of Education.

As part of this project, the Scarborough Board is evaluating its co-operative education program. Our records indicate that your son/daughter has been involved in the co-operative education program this year. We are therefore very interested in obtaining your opinions about the program. The information that you provide will help us to determine how well we are meeting the needs of both students and their parents and to identify ways of improving the program, where needed.

For the survey results to be as accurate as possible, it is important that every questionnaire be completed and returned. Please help us in this task by completing your questionnaire and returning it to the CEDSS Research Centre by March 15, 1982. A stamped, pre-addressed envelope has been enclosed for this purpose.

Please note that the number in the top corner of your survey will be used simply to verify returns. All individual responses will remain confidential.

Thank you for your assistance. If, after reading this letter, you have any questions about the survey, please contact Ruth Calman, Research Assistant, at 296-7521.

C. A. Cowan
Superintendent of Program

Sincerely,

J. J. Watt
Assistant Director of Education

Finance
Personnel
Planning and Operations

W. D. MASON, Comptroller
C. R. MASON, Superintendent
J. W. WADE, Superintendent

RC:eg

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Plant
Program
Student and Community Services

T. A. LENNARD, Superintendent
C. A. COWAN, Superintendent
J. F. McLOUGHLIN, Superintendent

PARENT PERCEPTIONS OF THE SCARBOROUGH CO-OPERATIVE EDUCATION PROGRAM

The purpose of this survey is to find out what you and other parents think about Scarborough's co-operative education program. The answers that you provide will be used to find out how well the program is working and to determine how to improve it.

BACKGROUND INFORMATION

A. Your son's/daughter's present school: _____

B. Sex of your son/daughter:

Male ☐ (1)

Female ☐ (2)

C. In what grade is your son/daughter?
(Check one.)

Grade 9 ☐ (1)

Grade 10 ☐ (2)

Grade 11 ☐ (3)

Grade 12 ☐ (4)

Grade 13 ☐ (5)

D. In which co-operative education program is your son/daughter registered? (Check one.)

Business Education Program ☐ (1)

Technical Education Program ☐ (2)

Academic Program (e.g., Geology, French) ☐ (3)

Re-entry Program ☐ (4)

Community Involvement Project ☐ (5)

Other (please specify) ☐ (6)

FOR OFFICE
USE

[1 - 3]

☐ 1

[4]

☐ ☐ ☐

[5 6 7]

[8]

[9]

[10]

E. (a) Where were you educated? _____

☐
[11]

(b) Were work experience programs offered in the country where you were educated? (*Check one.*)

Yes ☐ (1)

No. ☐ (2)

Don't know. ☐ (3)

[12]

F. Please state below your present occupation and, where applicable, the occupation of your spouse.

☐
[13]

(a) Your present occupation: _____

(b) Occupation of spouse (where applicable): _____

☐
[14]

A. HOW YOU FOUND OUT ABOUT THE PROGRAM

1. From which of the following sources did you find out about the co-operative education program? (*Check any that apply.*)

(a) My son/daughter ☐ (1)

[15]

(b) Friends of my son/daughter. ☐ (1)

[16]

(c) Other parents ☐ (1)

[17]

(d) Teacher(s) at my son's/daughter's school ☐ (1)

[18]

(e) Guidance counsellor at my son's/
daughter's school ☐ (1)

[19]

(f) School newsletter ☐ (1)

[20]

(g) School course selection booklet . . . ☐ (1)

[21]

(h) Television. ☐ (1)

[22]

(i) This is the first time I have heard
about the program ☐ (1)

[23]

(j) Other (please specify). ☐ (1)

[24]

2. (a) Did you recommend or encourage your son/daughter to select the co-operative education program? (*Check one.*)

Yes ☐ (1)

No. ☐ (2)

[25]

- (b) Please state your reasons.

B. GOALS OF THE PROGRAM

1. Listed below are a number of major goals of the co-operative education program. From your point of view, how important is each of these goals? (*Circle one number beside each goal listed below. If you are unsure or have no opinion about the importance of a goal, circle "N".*)

OF LITTLE IMPORTANCE	OF MODERATE IMPORTANCE	OF GREAT IMPORTANCE	NO OPINION
----------------------------	------------------------------	---------------------------	---------------

- | | | | | | |
|---|---|---|---|---|------|
| (a) To help students in selecting a career/job (clarification of career goals). | 1 | 2 | 3 | N | [26] |
| (b) To help students decide about their future education | 1 | 2 | 3 | N | [27] |
| (c) To develop in students an understanding of the world of work. | 1 | 2 | 3 | N | [28] |
| (d) To assist students in developing skills that are required for today's jobs. | 1 | 2 | 3 | N | [29] |
| (e) To increase student interest in school | 1 | 2 | 3 | N | [30] |
| (f) To provide students with a practical learning experience. | 1 | 2 | 3 | N | [31] |
| (g) To increase student self-confidence | 1 | 2 | 3 | N | [32] |
| (h) Other (Please list other goals that you would like to see become a part of the co-operative education program.) | | | | | |

C. PROGRAM INFORMATION

1. After your son/daughter became involved in the co-operative education program, which of the following types of information were provided to you by the school? (Check any that apply.)

- | | | | |
|---|--------------------------|-----|------|
| (a) Type of work my son/daughter would be doing | ☐ | (1) | [33] |
| (b) Schedule (number of days in-school and out-of-school) . . . | ☐ | (1) | [34] |
| (c) Number of credits to be earned. | ☐ | (1) | [35] |
| (d) Methods of evaluation | ☐ | (1) | [36] |
| (e) Effect of program on my son's/daughter's involvement
in special school events. | ☐ | (1) | [37] |
| (f) No information provided to me by the school | ☐ | (1) | [38] |
| (g) Other
(Please list below any other relevant information
provided to you by the school.) | ☐ | (1) | [39] |

2. Which of the following types of information would you like to have received about your son's/daughter's co-operative education program? (Check any that apply.)

- | | | | |
|---|--------------------------|-----|------|
| (a) Type of work my son/daughter would be doing | ☐ | (1) | [40] |
| (b) Schedule (number of days in-school and out-of-school) . . . | ☐ | (1) | [41] |
| (c) Number of credits to be earned. | ☐ | (1) | [42] |
| (d) Methods of evaluation | ☐ | (1) | [43] |
| (e) Effect of program on my son's/daughter's involvement in
special school events | ☐ | (1) | [44] |
| (f) Other
(Please list below any other types of information you
would like to have received about the co-operative
education program.) | ☐ | (1) | [45] |

3. Overall, how satisfied were you with the information provided to you about your son's/daughter's co-operative education program? (*Check one.*)

Very dissatisfied ☐ (1)
Dissatisfied ☐ (2)
Satisfied ☐ (3)
Very satisfied ☐ (4)

[46]

D. PROGRESS REPORT

1. (a) Were you informed about the progress of your son/daughter in the co-operative education program? (*Check one.*)

Yes ☐ (1)
No ☐ (2)

[47]

If "yes", please complete "b" and "c".

- (b) What method was used to report progress?
(*Check any that apply.*)

(i) Telephone call. ☐ (1)
(ii) Letter ☐ (1)
(iii) Interview ☐ (1)
(iv) Report card ☐ (1)
(v) Other (please specify) ☐ (1)

[48]

[49]

[50]

[51]

[52]

- (c) How informative were the progress reports you received?
(*Check one.*)

Very uninformative ☐ (1)
Uninformative. ☐ (2)
Informative. ☐ (3)
Very Informative ☐ (4)

[53]

E. PROGRAM ASSESSMENT

1. (a) Do you think the co-operative education program has been helpful to your son/daughter?

(Check one.)

Yes ☐ (1)

No ☐ (2)

Don't know ☐ (3)

[54]

- (b) Please state your reasons.

2. (a) Has your son's/daughter's participation in the program created any problems for you or your family?

(Check one.)

Yes ☐ (1)

No ☐ (2)

[55]

- (b) If "yes", please describe the problem(s).

F. COMMENTS

In the space below, please add any other comments, suggestions, or impressions that you would like to share with us about the co-operative education program (e.g., suggestions for improvements, positive or negative experiences, etc.).

THANK YOU VERY MUCH FOR COMPLETING THIS SURVEY.

SHOULD YOU HAVE ANY QUESTIONS REGARDING THE QUESTIONNAIRE,
CONTACT RUTH CALMAN, RESEARCH ASSISTANT, AT 296- 7521.

RETURN TO:

CEDSS RESEARCH CENTRE
WILLIAM TREDWAY JUNIOR PUBLIC SCHOOL
112 SEDGEMOUNT DRIVE
SCARBOROUGH, ONTARIO M1H 1X9

APPENDIX E

Union Interview Schedule

UNION INTERVIEW SCHEDULE

Identification Information (to be completed prior to interview)

- A. Name of Union: _____
- B. Address of Union: _____
- C. Name and Position of Respondent: _____
- D. Date of Interview: _____
- E. Name and Position of Interviewer: _____

Introduction

HELLO, I'M _____ FROM THE SCARBOROUGH BOARD OF EDUCATION. I'D LIKE TO
THANK YOU FOR SETTING ASIDE THIS TIME TO MEET WITH ME.

(cordialities)

LET ME BEGIN BY EXPLAINING WHAT THIS SURVEY IS ABOUT. OVER THE NEXT 8 WEEKS WE ARE HOPING TO SURVEY A NUMBER OF UNION REPRESENTATIVES SUCH AS YOURSELF. THE MAIN PURPOSE OF THE SURVEY IS TO FIND OUT WHAT UNIONS THINK ABOUT THE CO-OPERATIVE EDUCATION PROGRAM AND TO PROVIDE AN OPPORTUNITY FOR UNIONS TO SHARE WITH US ANY OF THEIR CONCERNS ABOUT THE PROGRAM. WE HOPE THAT THE INFORMATION PROVIDED WILL HELP US TO DEVELOP A MORE EFFECTIVE PROGRAM FOR OUR STUDENTS AND TO DEVELOP A BETTER RELATIONSHIP WITH UNIONIZED COMPANIES.

1. DO YOU KNOW HOW THE CO-OPERATIVE EDUCATION PROGRAM WORKS IN THE HIGH SCHOOLS?

YES

☐

NO

☐

If "yes", please note below the description given by the respondent. If it is incorrect or incomplete, correct and/or expand as needed. (See description in box on right.)

If "no", provide the following description.

CO-OPERATIVE EDUCATION COURSES ARE SET UP TO ENABLE STUDENTS TO EARN HIGH SCHOOL CREDITS FOR TRAINING RECEIVED OUT-OF-SCHOOL. THE OUT-OF-SCHOOL TRAINING IS DESIGNED TO HELP STUDENTS IMPROVE THEIR SKILLS, DECIDE ABOUT A CAREER, AND TO ADJUST TO THE REALITIES OF THE WORLD OF WORK. MOST STUDENTS SPEND HALF THEIR SCHOOL YEAR AT A TRAINING STATION WHERE THEY RECEIVE PRACTICAL SKILL TRAINING. THE BOARD POLICY IS THAT OF "NO PAY" UNLESS A COMPANY WISHES TO PAY THE STUDENT. ALL STUDENTS ARE FULLY INSURED BY THE BOARD OF EDUCATION.

2. (BASED ON WHAT I'VE JUST TOLD YOU,) DO YOU THINK THAT CO-OPERATIVE EDUCATION IS A GOOD METHOD OF EDUCATING HIGH SCHOOL STUDENTS?

YES

☐

WHY? _____

NO

☐

WHY NOT? _____

DON'T KNOW

☐

COMMENTS _____

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3. WHAT WOULD YOU RECOMMEND AS THE BEST WAY OR THE FIRST STEPS TO ORGANIZING A CO-OPERATIVE EDUCATION PROGRAM IN THE _____ INDUSTRY?

DESCRIBE: (If respondent does not know or has a negative reaction, also indicate exact response.)

4. (If recommendations were provided in #3 above, include bracketed phrase for #4; otherwise begin with "WOULD YOU . . . ". N.B. If the answer to #4 has become evident in discussion of #3, use "OPTION")

(IF YOUR RECOMMENDATIONS WERE FOLLOWED) WOULD YOU BE WILLING TO BECOME INVOLVED IN THE CO-OPERATIVE EDUCATION PROGRAM?

(OPTION) I THINK YOU MAY HAVE ALREADY ANSWERED THE NEXT QUESTION WHICH IS: (IF YOUR RECOMMENDATIONS WERE FOLLOWED) WOULD YOU BE WILLING TO BECOME INVOLVED IN THE CO-OPERATIVE EDUCATION PROGRAM?

YES

☐

- (a) WHAT DO YOU SEE AS THE ADVANTAGES OF BECOMING INVOLVED IN THE PROGRAM?

398

NO

☐

- (a) WHAT DO YOU SEE AS THE DISADVANTAGES OF BECOMING INVOLVED IN THE PROGRAM?

DON'T KNOW

☐

- (a) ON WHAT WOULD YOUR DECISION DEPEND?

399

4. (continued)

YES

(b) WHAT DO YOU SEE AS THE
DISADVANTAGES, IF ANY, OF
BECOMING INVOLVED IN THE
PROGRAM?

(c) WHEN WOULD BE THE MOST
APPROPRIATE TIME TO START
THE PROGRAM?

(d) WOULD YOU BE WILLING TO SERVE
ON A LOCAL SCHOOL ADVISORY
COMMITTEE FOR THE PURPOSE OF
DEVELOPING EFFECTIVE
CO-OPERATIVE EDUCATION PROGRAMS?

YES ☐ NO ☐ DON'T
KNOW ☐

NO

(b) WHAT DO YOU SEE AS THE
ADVANTAGES, IF ANY, OF
BECOMING INVOLVED IN THE
PROGRAM?

(c) IS THERE ANYTHING THAT WE
COULD DO THAT WOULD MAKE
IT POSSIBLE FOR YOU TO
BECOME INVOLVED IN THE
PROGRAM?

YES ☐ NO ☐ DON'T
KNOW ☐

IF "YES" WHAT?

DON'T KNOW

(b) WHAT DO YOU SEE AS THE
ADVANTAGES OF BECOMING
INVOLVED IN THE PROGRAM?

(c) WHAT DO YOU SEE AS THE
DISADVANTAGES OF BECOMING
INVOLVED IN THE PROGRAM?

(d) IF YOU DECIDE TO BECOME
INVOLVED, WOULD YOU BE
WILLING TO SERVE ON A
LOCAL SCHOOL ADVISORY
COMMITTEE FOR THE PURPOSE
OF DEVELOPING EFFECTIVE
CO-OPERATIVE EDUCATION
PROGRAMS?

YES ☐ NO ☐ DON'T
KNOW ☐

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FOR UNIONS WITH APPRENTICESHIP PROGRAMS WHO HAVE
INDICATED A WILLINGNESS TO BECOME INVOLVED

I UNDERSTAND THAT THE _____ INDUSTRY HAS APPRENTICESHIP PROGRAMS.

1. IF STUDENTS TRAINED WITH YOU, WOULD YOU BE WILLING TO GIVE THESE STUDENTS SOME APPRENTICESHIP CREDITS
FOR THEIR CO-OPERATIVE EDUCATION EXPERIENCE?

YES ☐

NO ☐

DON'T KNOW ☐

UNDER WHAT CONDITIONS COULD
STUDENTS EARN CREDITS?

(a) WHY NOT?

(a) ARE THERE ANY CONDITIONS UNDER
WHICH YOU COULD FORESEE STUDENTS
STUDENTS EARNING CREDITS?

(b) ARE THERE ANY CONDITIONS UNDER
WHICH YOU COULD FORESEE
STUDENTS EARNING CREDITS?

APPENDIX F

Student Attendance Information: Record Sheets and Letters of Instruction

1. Form A (Collegiate Programs Starting
After January 25, 1982)
2. Form B (Collegiate Programs Starting
Between September and December,
1981)

THE BOARD OF EDUCATION FOR THE BOROUGH OF SCARBOROUGH

INTER-OFFICE MEMORANDUM

To:

Date: March 9, 1982

From: C. A. Cowan

Copy to: K. Page
J. Misener
R. C. Calman

Subject: Gathering of Student Attendance Information

As part of the CEDSS evaluation of Scarborough's co-operative education program we are attempting to gather attendance data for students who began taking part in your school's co-operative education program after January 25, 1982. The attendance pattern of these students will be compared with that of students who began a co-operative education program in September, 1981.

It is hoped that your attendance secretary will have easy access to the required student attendance data. We would therefore greatly appreciate your asking your attendance secretary to complete the attached form on your behalf. Please note that it is very important that the data that is collected be as accurate as possible. At the same time it is recognized that accurate data may not always be available. We would request that you provide as much accurate information for each student as possible and indicate with a "DK" (don't know) where accurate information is not available.

Please complete and return your form as soon as possible to:
Ruth Calman, Research Centre, Level 2, Education Centre.

Your assistance in this task is greatly appreciated. We look forward to sharing with you and your staff the findings of this evaluation in the near future. In the interim, please feel free to contact Ken Page, Co-operative Education Consultant (296-7862) or Ruth Calman, Research Assistant (296-7521) if you have any questions about this student attendance information.



C. A. Cowan
Superintendent of Program
(CEDSS Co-operative Education
Sub-committee Chairperson)

CAC:RCC:eg

Attachment.

Student Attendance Information
(Collegiate Programs Starting after January 25, 1982)

SCHOOL: _____

[illegible]

INTER-OFFICE MEMORANDUM

To: All Co-operative Education Teachers

Date: March 1, 1982

From: C. A. Cowan

Copy to: K. Page
J. Misener
R. C. Calman
Principals of All
Collegiates Involved
in this Study

Subject: Student Attendance Information

As discussed at our January, 1982, CEDSS Co-operative Education Information Meeting, which was held at W. A. Porter C.I., student attendance is being examined as part of the CEDSS co-operative education evaluation. We will be studying both students' in-school and training-station attendance.

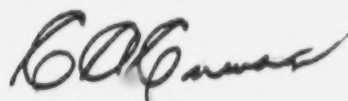
For the analysis of attendance data to be of any meaning, we must know not only how many days a student was absent from school or from his/her training station but also how many days a student was *expected* to be at school and at his/her training station. In addition, in order to assess the effects of the co-operative education program on attendance, we will need information about student attendance during 1980/81.

The information that is required is summarized on the form enclosed. We recognize that the completion of this form may present some difficulties, especially for programs where students do not all have the same starting date. We have forwarded a copy of this request to your principal and have asked that your attendance secretary be made available to assist you in this task, where possible.

It is important that the data that is collected be as accurate as possible. At the same time, it is recognized that accurate data will not always be available. We would request that you provide as much accurate information for each student as possible and indicate with a "DK" (don't know) where accurate information is not available. Please note that partial information about a student will still be helpful and should be provided wherever possible.

Please complete and return your form by March 15, 1982, to: Ruth Calman, Research Centre, Level 2, Education Centre, in the envelope provided.

Your assistance in this task is greatly appreciated. We look forward to sharing with you the findings of this evaluation in the near future. In the interim, please feel free to contact Ken Page, Co-operative Education Consultant, (296-7862) or Ruth Calman, Research Assistant (296-7521) if you have any questions about the student attendance information being requested.



C. A. Cowan
Superintendent of Program
(CEDSS Co-operative Education
Sub-committee Chairperson)

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CAC:RC:eg
Enclosure

THE BOARD OF EDUCATION FOR THE BOROUGH OF SCARBOROUGH

INTER-OFFICE MEMORANDUM

To: Principals of all Teachers Being
Requested to Provide Attendance Data

Date: March 1, 1982

From: C. A. Cowan

Copy to: K. Page
J. Misener
R. C. Calman

Subject: Gathering of Student Attendance Information

As part of the CEDSS evaluation of Scarborough's co-operative education program we are attempting to gather attendance data for certain students taking part in the co-operative education program in your school.

The specific request has been directed to the teacher(s) in your school responsible for these students. For your information, a copy of the request is attached.

As indicated in this request, we would greatly appreciate it if your attendance secretary could be asked to assist teachers, in whatever way possible, to document the necessary information.

If you have any questions about this project, please feel free to contact me (296-7534) or Ken Page, our Co-operative Education Consultant (296-7862).



C. A. Cowan
Superintendent of Program

CAC:RAC:eg

Attachment.

FORM 8

School: _____

Teacher: _____

PLEASE ALSO DELETE FROM THIS LIST ANY STUDENT WHO TOOK PART IN THE
CO-OPERATIVE EDUCATION PROGRAM LAST YEAR.

[illegible]

APPENDIX G

Administration Instructions for
Student Questionnaires

CEDSS CO-OPERATIVE EDUCATION SUB-COMMITTEE

ADMINISTRATION INSTRUCTIONS FOR
"SURVEY OF CO-OPERATIVE EDUCATION STUDENTS"

A. Materials Sent

- (1) Student questionnaires: Form A (Yellow) ☐
Form B (Blue) ☐

N.B. Each questionnaire is individually labelled.

- (2) Return envelopes

- (3) Checklist of names of selected students (Home form is supplied where available)

B. Date of Administration

In order to minimize disruptions in the school system, all CEDSS questionnaires for students are scheduled to be administered on February 8, 1982. However, given the fact that many students who are on alternate-day co-operative education program schedules may be out at their training stations on February 8th, we would ask that surveys be administered to these students on February 9th. It is very important that all selected students complete their questionnaires. If there are any problems in this regard, please contact Judi Misener, Co-operative Education Resource Teacher (296-7862), or Ruth Calman, Research Assistant (296-7521).

C. Administration Instructions

- (1) Distribute questionnaires to appropriate students.
- (2) Ensure that students remove the covering page of their questionnaires (with the student label) so that all responses may remain anonymous.
- (3) For Form A, please draw to the attention of all students that the questionnaire is printed back-to-back.
- (4) Assist students in accurately completing the Background Information section (Secondary and Vocational Schools, pages 1 - 2; Collegiates, pages 1 - 3).
- (5) Instruct students to complete the remainder of the survey on their own, carefully reading all directions.

- (6) After students have finished their questionnaires, please have the students carefully review their surveys to ensure that no questions have been omitted. Once students have done so, questionnaires should be sealed by students in the envelope provided and returned to the teacher in charge.
- (7) If you have been unable to administer a questionnaire to a particular student, please indicate the reason on the covering sheet of the student's questionnaire. N.B. Please be as specific as possible. (e.g., has completed program and left school; left school before completing program; absent from school due to illness.)

D. Return of Questionnaires

Please return all questionnaires, (including questionnaires which have not been completed for reasons specified on covering page) to:

CEDSS RESEARCH CENTRE OFFICE
WILLIAM TREDWAY JR. P. S.

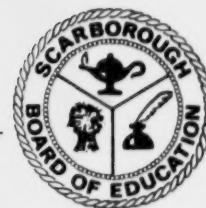
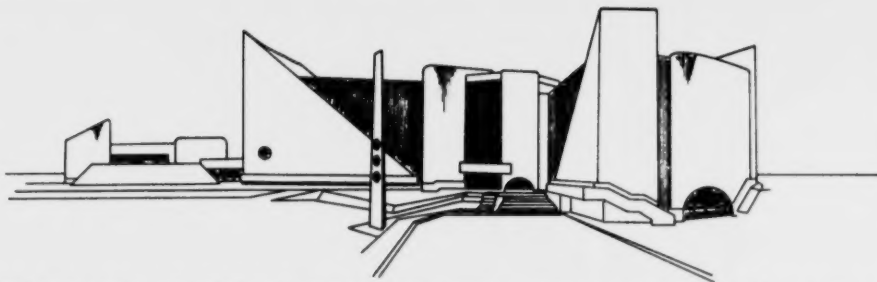
Thank you very much for your assistance.

APPENDIX H

Covering Letter for Former
Secondary School Students

W. A. PARISH
Director of Education
Secretary and Treasurer

J. J. WATT
Assistant Director
of Education



THE BOARD OF EDUCATION FOR THE BOROUGH OF SCARBOROUGH

EDUCATION CENTRE, 140 BOROUGH DRIVE, SCARBOROUGH, ONTARIO, M1P 4N6 TEL. 296-7111

February 10, 1982

Dear Former Student:

WE NEED YOUR ASSISTANCE!

We are currently carrying out an evaluation of the Scarborough school system and we are taking a special look at Scarborough's co-operative education program. Our records show that you are a recent graduate of that program and we are therefore very interested in obtaining your opinions about your co-operative education experience.

We would greatly appreciate your taking the time to complete the enclosed questionnaire and to return it by February 19, 1982. A stamped, pre-addressed envelope has been enclosed for this purpose. Please note that your replies are confidential.

Thank you for your assistance. If you have any questions, please contact Ruth Calman, Research Assistant at 296-7521. She will be happy to answer any questions that you have about the survey.

Sincerely,

C. A. Cowan
Superintendent of Program

J. J. Watt
Assistant Director of Education

jd

Special Note: The section of your survey entitled *How You Feel About School*, pages 3 and 4, is to be omitted. This section is designed for students who are still in school.

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APPENDIX I

Covering Letter for Teacher Questionnaires
Sent by Inter-office Mail

THE BOARD OF EDUCATION FOR THE BOROUGH OF SCARBOROUGH

INTER-OFFICE MEMORANDUM

To: Co-operative Education Teachers

Date: February 5, 1982

From: C. A. Cowan

Copy to: R. Calman
J. Misener
K. Page

Subject: Evaluation of the Co-operative Education Program

As you know, the Scarborough co-operative education program is being evaluated as part of a system-wide evaluation project known as CEDSS (Co-operative Evaluation and Development of School Systems). An essential part of this evaluation involves obtaining the perceptions of teachers directly involved in the program. It is hoped that the information provided by teachers will help guide the growth and development of the program in years to come.

We are therefore requesting that you complete the enclosed questionnaire and return it directly to the Research Centre by February 12, 1982. Please note that all responses will remain confidential. Your responses will be combined with the responses of other teachers and only group data will be reported.

If you have any questions about this questionnaire or any other aspects of the project, please contact Ruth Calman, Research Assistant, (296-7521) or Judi Misener, Co-operative Education Resource Teacher, (296-7862).

Thank you for your assistance in this matter.

C. A. Cowan
Superintendent of Program
(Chairperson, CEDSS Co-operative
Education Sub-committee)

CAC:RC:eg

Enclosure.

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APPENDIX J

Summary of General Comments Made by Students, Teachers, Employers, and Parents

1. Table J-1 Students
2. Table J-2 Teachers
3. Table J-3 Employers
4. Table J-4 Parents

TABLE J-1

A SUMMARY OF GENERAL COMMENTS MADE BY COLLEGIATE,
SECONDARY, AND VOCATIONAL SCHOOL STUDENTS

Comments	Number of Student Reports		
	Collegiate (N=290)	Secondary (N=72)	Vocational (N=23)
<u>Positive Comments</u>			
Rewarding, helpful, worthwhile	139	24	3
Helps in deciding about future career	26	5	2
Increases knowledge of working world	20	9	--
Improves skills and/or understanding of a specific job	19	2	--
Improves attitude toward school and supplements school courses; prevents boredom	11	--	--
Provided job offer/reference	6	2	--
Work was challenging and provided increased responsibilities	5	--	--
Improves self-confidence	5	2	--
Paid well	2	--	--
<u>Negative Comments</u>			
Not related to school component, future career, or expected experience	26	6	--
Insufficient supervision, evaluation, encouragement	21	1	1
Work at training station was not challenging, did not foster growth	17	6	--
Personal inconvenience (e.g., too far away, had to get up too early)	5	--	--
Work assigned to school conflicted with demands of training station	1	4	--
Made school seem boring	2	--	--
Interfered with feeling of belonging at school	2	--	--
Did not improve self-confidence	1	--	--

TABLE J-1 (Continued)

Comments	Number of Student Reports		
	Collegiate (N=290)	Secondary (N=72)	Vocational (N=23)
<u>Suggestions for Improvement</u>			
Students should be paid or provided with a travel allowance	35	3	--
Should have more co-operative education courses and more companies involved	11	--	--
Co-operative education should be publicized better and should be available in all high schools	5	1	--
Co-operative education should be mandatory	3	--	--

TABLE J-2
A SUMMARY OF TEACHERS' GENERAL COMMENTS
(N=71)

Comments	Number of Teacher Reports
<u>General Comments</u>	
Students need practical on-the-job training	3
Students enjoy the out-of-school experience	2
Excellent program to be developed and expanded	2
Program is of benefit to the student	1
Enjoyed contact with employers	1
A good teaching experience	1
Concerned about future of program if unemployment continues to increase	1
----- <u>Suggestions Regarding Areas in Need of Standardization</u>	
Timetabling/staffing (need for formula regarding the amount of time allocated to organize, operate, and supervise the program/need for teacher-pupil ratio)	17
Payment policy (minimum allowance for essential expenses, e.g., travel)	5
Credits (number to be awarded/procedure to be followed if one component, either the in-school or out-of-school component, is failed)	4
Record-keeping	1
----- <u>Suggestions Regarding Program Re-organization</u>	
Co-ordinate initial employer contacts to prevent repeated contacts which might occur if each school operates independently	5
Offer at least a one month like-skills course before placement	2
Obtain extra help at central office	2
Place all co-operative education programs in one school under one person	1
Assign the responsibility for the running of the program to the co-operative education committee in each school	1
Place all co-operative education students in one home form	1
Provide more opportunities for the exchange of ideas	1
Make co-operative education mandatory (under SERP--30 hours = 1 credit)	1
Arrange for more speakers from industry	1

TABLE J-3
A SUMMARY OF EMPLOYERS' GENERAL COMMENTS
(N=194)

Comments	Number of Employer Reports
<u>Positive Comments</u>	
Program helps the student (e.g., to see a relationship between the classroom and the world of work, to understand employers' expectations, to learn responsibility, to gain confidence)	24
Program was of assistance to the organization and or its' clients	18
Worthwhile, good program	13
Teachers were very helpful	10
Adults faith in youth renewed	1

<u>Negative Comments</u>	
No follow-up by school when student stopped coming	1
Some students appeared to have been sent unwillingly, making training almost impossible	1
Students' loose schedule resulted in less than maximum benefit being derived	1

<u>Suggestions Regarding Appropriate Type of Student</u>	
Students should be interested, willing workers with a good/serious attitude toward work	8
Students' job should be related to their interest or goals	5
Mature students do best in the program	5
Students should show initiative	2

<u>General Suggestions</u>	
Students need improved skills	8
- in academic subjects (reading, writing, spelling, mathematics)	(4)
- general office procedures	(1)
- answering the telephone, taking messages	(1)
- use of machines and calculators	(1)
- drafting and printing	(1)

TABLE J.3 (Continued)

Comments	Number of Employer Reports
Expectations of students, employers, and teachers should be clarified (e.g., by three-way interview prior to placement of student)	8
Would like to have two students on alternate days so that one student is always on-the-job	2
More discussion of evaluation/improved evaluation techniques	2
Co-ordinate placement of students (too many separate phone calls form different schools and different boards)	2
A set pay scale should be established for all students in the same program doing the same type of work	1
Provide a time sheet to each organization documenting students exact schedule (i.e., specific days and hours student is scheduled to be at the training station)	1
Would like to know as early as possible if student will be assigned in September	1
Involve employers in promoting the program among students	1
Feel the program could be helpful to problem students	1
Prefer a ten-week block schedule to a half-day schedule	1

TABLE J-4

A SUMMARY OF PARENTS' GENERAL COMMENTS
(N=204)

Comments	Number of Parent Reports
<u>Positive Comments</u>	
Program adds a new and very worthwhile dimension to education	36
Program encourages students to stay in school and to help plan their future education and career goals	16

<u>Negative Comments</u>	
Son/daughter not well treated, wasted time in repetitive jobs unrelated to his/her chosen career	8
Program alienates students from the school and classroom	6
Student was dissatisfied when he returned to school (due to lack of pressure)	1

<u>Suggestions Regarding Improved Communication</u>	
More time requested for discussion about work-load and credits prior to entry of son/daughter in the program	20
On-the-job progress reports should be made available to both students and parents	10
Program should be advertised more so that all students are aware of the program	1

<u>General Suggestions</u>	
Students should be paid	14
- for time at the job	(11)
- for transportation and lunch expenses	(3)
Employers and teachers should be more thorough in preparing students for the training station	6
Students should have a greater variety of job experiences throughout the year	5
Program should be enlarged to help create more skilled workers	5
Students should receive more credits for the amount of hours spent in co-operative education	3
Students' placements should be closer to home	2

TABLE J-4 (Continued)

Comments	Number of Parent Reports
Employers and teachers should avoid placing too much responsibility on the student	2
Co-operative education programs should be started in Grades 9 and 10	2
Every student in a technical program should have the opportunity to take part in the program	1
Students should look for jobs themselves so they can work through the summer months	1
Students should be going to apprenticeships after Grade 8, in consultation with parents and industry	1
Students should work with more mature supervisors	1
Once a company agrees to participate it should continue the entire year	1
Students should know that there is little chance for full-time employment through the co-operative placement	1
Vocational schools should have the same opportunity as secondary schools	1

APPENDIX K

Students' Reasons for Taking Part in the Co-operative Education Program by Group

1. Table K-1 Secondary School Students
2. Table K-2 Vocational School Students
3. Table K-3 Collegiate Business Education Students
4. Table K-4 Collegiate Technical Education Students
5. Table K-5 Collegiate Academic Students
6. Table K-6 Collegiate Re-entry Students
7. Table K-7 Collegiate Community Involvement Students

TABLE K-1

SECONDARY SCHOOL STUDENTS' REASONS FOR
TAKING PART IN THE CO-OPERATIVE EDUCATION PROGRAM
(N=66)

Reason	Rank Order	Mean Rating	Percentage of Respondents Per Response Category ^a			
			1	2	3	NR
To learn job skills	1	2.86	2	11	88	(0)
To help decide about a future career	2	2.85	2	12	86	(0)
To take part in a practical learning experience	3	2.82	0	18	82	(0)
To learn how to be successful at work	4	2.79	3	15	80	(2)
To obtain a job reference	5	2.77	0	23	77	(0)
To help decide about future education	6	2.71	3	23	73	(2)
To help get a full time job after finishing high school	7	2.61	6	27	67	(0)
To help develop self-confidence	8.5	2.59	6	29	65	(0)
To use what has been learned in school	8.5	2.59	3	35	61	(2)
To earn credits for high school graduation	10	2.50	9	30	58	(3)
To work with up-to-date equipment	11	2.39	12	36	52	(0)
To meet new people	12	2.08	29	35	36	(0)
To increase interest in school	13	2.05	27	41	32	(0)
To get out of going to school	14	1.30	74	14	8	(5)

^a1 = Not important
2 = Somewhat important
3 = Very important
NR = No response

TABLE K-2

VOCATIONAL SCHOOL STUDENTS' REASONS FOR
TAKING PART IN THE CO-OPERATIVE EDUCATION PROGRAM
(N=23)

Reason	Rank Order	Mean Rating	Percentage of Respondents Per Response Category ^a			
			1	2	3	NR
To learn job skills	1	2.91	0	9	91	(0)
To help decide about a future career	2	2.87	0	13	87	(0)
To learn how to be successful at work	3.5	2.83	4	9	87	(0)
To help get a full time job after finishing high school	3.5	2.83	0	17	83	(0)
To use what has been learned in school	5.5	2.78	0	22	78	(0)
To earn credits for high school graduation	5.5	2.78	4	13	83	(0)
To help develop self-confidence	7	2.74	0	26	74	(0)
To take part in a practical learning experience	8.5	2.70	0	30	70	(0)
To help decide about future education	8.5	2.70	9	13	78	(0)
To work with up-to-date equipment	10	2.65	0	35	65	(0)
To meet new people	11	2.44	4	48	48	(0)
To obtain a job reference	12	2.30	17	35	48	(0)
To increase interest in school	13	2.13	26	35	39	(0)
To get out of going to school	14	1.48	70	13	17	(0)

^a1 = Not important
2 = Somewhat important
3 = Very important
NR = No response

TABLE K-3
COLLEGIATE BUSINESS EDUCATION STUDENTS' REASONS FOR
TAKING PART IN THE CO-OPERATIVE EDUCATION PROGRAM
(N=105)

Reason	Rank Order	Mean Rating	Percentage of Respondents Per Response Category ^a			
			1	2	3	NR
To learn job skills	1	2.96	0	4	96	(0)
To take part in a practical learning experience	2	2.89	0	11	88	(1)
To help decide about a future career	3.5	2.82	2	14	84	(0)
To learn how to be successful at work	3.5	2.82	0	18	82	(0)
To help decide about future education	5	2.78	3	16	81	(0)
To obtain a job reference	6	2.68	0	32	68	(0)
To help develop self-confidence	7	2.55	6	33	61	(0)
To use what has been learned in school	8	2.47	2	50	49	(0)
To meet new people	9	2.29	12	47	41	(0)
To help get a full time job after finishing high school	10	2.28	18	36	46	(0)
To work with up-to-date equipment	11	2.26	13	47	39	(1)
To earn credits for high school graduation	12	1.98	28	47	26	(0)
To increase interest in school	13	1.80	34	51	14	(0)
To get out of going to school	14	1.35	66	33	1	(0)

^a1 = Not important
2 = Somewhat important
3 = Very important
NR = No response

TABLE K-4

COLLEGIATE TECHNICAL EDUCATION STUDENTS' REASONS FOR
TAKING PART IN THE CO-OPERATIVE EDUCATION PROGRAM
(N=54)

Reason	Rank Order	Mean Rating	Percentage of Respondents Per Response Category ^a			
			1	2	3	NR
To learn job skills	1	2.94	0	6	94	(0)
To help decide about a future career	2	2.91	0	9	91	(0)
To take part in a practical learning experience	3	2.85	2	11	87	(0)
To learn how to be successful at work	4	2.74	2	22	76	(0)
To help decide about future education	5.5	2.67	4	26	70	(0)
To help develop self- confidence	5.5	2.67	2	30	69	(0)
To obtain a job reference	7	2.65	4	28	69	(0)
To work with up-to-date equipment	8	2.43	9	39	52	(0)
To use what has been learned in school	9	2.32	7	54	39	(0)
To help get a full time job after finishing high school	10	2.26	15	44	41	(0)
To earn credits for high school graduation	11	2.22	17	44	39	(0)
To increase interest in school	12	1.96	28	48	24	(0)
To meet new people	13	1.94	26	54	20	(0)
To get out of going to school	14	1.44	59	37	4	(0)

^a1 = Not important
2 = Somewhat important
3 = Very important
NR = No response

TABLE K-5

COLLEGIATE ACADEMIC STUDENTS' REASONS FOR
TAKING PART IN THE CO-OPERATIVE EDUCATION PROGRAM
(N=20)

Reason	Rank Order	Mean Rating	Percentage of Respondents Per Response Category ^a			
			1	2	3	NR
To take part in a practical learning experience	1	2.90	5	0	90	(5)
To learn how to be successful at work	2	2.56	5	30	55	(10)
To help develop self-confidence	3	2.47	5	40	50	(5)
To use what has been learned in school	4	2.42	5	45	45	(5)
To obtain a job reference	5	2.33	20	20	50	(10)
To help decide about a future career	6	2.32	10	45	40	(5)
To learn job skills	7.5	2.26	20	30	45	(5)
To meet new people	7.5	2.26	15	40	40	(5)
To help decide about future education	9.5	2.16	20	40	35	(5)
To earn credits for high school graduation	9.5	2.16	30	20	45	(5)
To help get a full time job after finishing high school	11.5	1.84	35	40	20	(5)
To increase interest in school	11.5	1.84	35	40	20	(5)
To work with up-to-date equipment	13	1.67	40	40	10	(10)
To get out of going to school	14	1.21	75	20	0	(5)

^a1 = Not important
2 = Somewhat important
3 = Very important
NR = No response

TABLE K-6

COLLEGIATE RE-ENTRY STUDENTS' REASONS FOR
TAKING PART IN THE CO-OPERATIVE EDUCATION PROGRAM
(N=22)

Reason	Rank Order	Mean Rating	Percentage of Respondents Per Response Category ^a			
			1	2	3	NR
To learn job skills	1	2.86	0	14	82	(5)
To help decide about a future career	2	2.81	5	9	82	(5)
To help decide about future education	3	2.65	5	23	64	(9)
To take part in a practical learning experience	4.5	2.62	9	18	68	(5)
To learn how to be successful at work	4.5	2.62	5	27	64	(5)
To use what has been learned in school	6	2.60	0	36	55	(9)
To help get a full time job after finishing high school	7	2.50	18	9	64	(9)
To obtain a job reference	8.5	2.43	14	27	55	(5)
To help develop self- confidence	8.5	2.43	23	9	64	(5)
To earn credits for high school graduation	10	2.33	18	27	50	(5)
To work with up-to-date equipment	11	2.29	27	14	55	(5)
To increase interest in school	12	2.10	23	36	32	(9)
To meet new people	13	1.95	32	36	27	(5)
To get out of going to school	14	1.40	64	18	9	(9)

^a1 = Not important
2 = Somewhat important
3 = Very important
NR = No response

TABLE K-7

COLLEGIATE COMMUNITY INVOLVEMENT STUDENTS' REASONS FOR
TAKING PART IN THE CO-OPERATIVE EDUCATION PROGRAM
(N=74)

Reason	Rank Order	Mean Rating	Percentage of Respondents Per Response Category ^a			
			1	2	3	NR
To help decide about a future career	1	2.87	1	11	88	(0)
To take part in a practical learning experience	2	2.85	0	15	84	(1)
To help decide about future education	3	2.75	7	11	81	(1)
To learn job skills	4	2.71	3	23	73	(1)
To obtain a job reference	5	2.59	4	32	62	(1)
To help develop self-confidence	6	2.49	10	31	57	(3)
To learn how to be successful at work	7	2.47	10	32	55	(3)
To meet new people	8	2.44	7	41	50	(3)
To earn credits for high school graduation	9	2.22	12	53	34	(1)
To help get a full time job after finishing high school	10	2.04	34	27	38	(1)
To increase interest in school	11	2.01	28	39	30	(3)
To use what has been learned in school	12	1.93	27	50	20	(3)
To work with up-to-date equipment	13	1.82	41	35	23	(1)
To get out of going to school	14	1.53	55	32	10	(3)

^a1 = Not important
2 = Somewhat important
3 = Very important
NR = No response

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APPENDIX L

Teachers' Perceptions of the Importance of Program Goals by Group

1. Table L-1 Secondary School Teachers
2. Table L-2 Vocational School Teachers
3. Table L-3 Collegiate Business Education Teachers
4. Table L-4 Collegiate Technical Education Teachers
5. Table L-5 Collegiate Academic Teachers
6. Table L-6 Collegiate Re-entry Teachers
7. Table L-7 Collegiate Community Involvement Teachers

TABLE L-1
SECONDARY SCHOOL TEACHERS' PERCEPTIONS
OF THE IMPORTANCE OF PROGRAM GOALS
(N=5)

Goal	Rank Order	Mean Rating	Frequency (f) and Percentage (%) of Respondents per Response Category ^a			
			1	2	3	NR
To provide students with a practical learning experience	2.5	3.00	f 0 % 0	0 0	5 100	(0) (0)
To develop in students an understanding of employers' expectations in the world of work	2.5	3.00	f 0 % 0	0 0	5 100	(0) (0)
To teach students how to meet employers' expectations in the world of work	2.5	3.00	f 0 % 0	0 0	5 100	(0) (0)
To assist students in clarifying their career plans	2.5	3.00	f 0 % 0	0 0	5 100	(0) (0)
To assist students in developing marketable job skills	5	2.80	f 0 % 0	1 20	4 80	(0) (0)
To improve student self-esteem	6.5	2.60	f 0 % 0	2 40	3 60	(0) (0)
To increase student motivation in school	6.5	2.60	f 0 % 0	2 40	3 60	(0) (0)
To reinforce classroom learning	8	2.40	f 1 % 20	1 20	3 60	(0) (0)
To assist students in clarifying their plans for post-secondary education	9	2.25	f 1 % 20	1 20	2 40	(1) (20)
To provide an alternative form of education to students who are identified as potential drop-outs	10	1.80	f 2 % 40	2 40	1 20	(0) (0)
To provide students with an alternative method of earning credits toward their secondary school program	11	1.40	f 3 % 60	2 40	0 0	(0) (0)

^a1 = Of little importance
2 = Of moderate importance
3 = Of great importance
NR = No response

TABLE L-2

VOCATIONAL SCHOOL TEACHERS' PERCEPTIONS
OF THE IMPORTANCE OF PROGRAM GOALS
(N=9)

Goal	Rank Order	Mean Rating	Frequency (f) and Percentage (%) of Respondents per Response Category α				
			1	2	3	NR	
To provide students with a practical learning experience	2.5	3.00	f 0 % 0	0 0	9 100	(0) (10)	
To assist students in developing marketable job skills	2.5	3.00	f 0 % 0	0 0	9 100	(0) (0)	
To develop in students an understanding of employers' expectations in the world of work	2.5	3.00	f 0 % 0	0 0	9 100	(0) (0)	
To teach students how to meet employers' expectations in the world of work	2.5	3.00	f 0 % 0	0 0	9 100	(0) (0)	
To improve student self-esteem	5	2.89	f 0 % 0	1 11	8 89	(0) (0)	
To reinforce classroom learning	6.5	2.78	f 0 % 0	2 22	7 78	(0) (0)	
To provide an alternative form of education to students who are identified as potential drop-outs	6.5	2.78	f 0 % 0	2 22	7 78	(0) (0)	
To increase student motivation in school	8	2.75	f 0 % 0	2 22	6 67	(1) (11)	
To assist students in clarifying their career plans	9	2.67	f 0 % 0	3 33	6 67	(0) (0)	
To provide students with an alternative method of earning credits toward their secondary school program	10	2.22	f 1 % 11	5 56	3 33	(0) (0)	
To assist students in clarifying their plans for post-secondary education	11	1.78	f 3 % 33	5 56	1 11	(0) (0)	

α_1 = Of little importance
2 = Of moderate importance
3 = Of great importance
NR = No response

TABLE L-3
COLLEGIATE BUSINESS EDUCATION TEACHERS' PERCEPTIONS
OF THE IMPORTANCE OF PROGRAM GOALS
(N=21)

Goal	Rank Order	Mean Rating	Frequency (f) and Percentage (%) of Respondents per Response Category ^a			
			1	2	3	NR
To provide students with a practical learning experience	1.5	2.91	f 0 % 0	2 10	19 91	(0) (0)
To develop in students an understanding of employers' expectations in the world of work	1.5	2.91	f 0 % 0	2 10	19 91	(0) (0)
To teach students how to meet employers' expectations in the world of work	3	2.86	f 0 % 0	3 14	18 86	(0) (0)
To assist students in developing marketable job skills	4.5	2.71	f 0 % 0	6 29	15 71	(0) (0)
To assist students in clarifying their career plans	4.5	2.71	f 0 % 0	6 29	15 71	(0) (0)
To improve student self-esteem	6	2.62	f 1 % 5	6 29	14 67	(0) (0)
To provide an alternative form of education to students who are identified as potential drop-outs	7	2.38	f 1 % 5	11 52	9 43	(0) (0)
To assist students in clarifying their plans for post secondary education	8.5	2.33	f 3 % 14	8 38	10 48	(0) (0)
To provide students with an alternative method of earning credits toward their secondary school program	8.5	2.33	f 1 % 5	12 57	8 38	(0) (0)
To reinforce classroom learning	10	2.29	f 2 % 10	11 52	8 38	(0) (0)
To increase student motivation in school	11	2.10	f 3 % 14	13 62	5 24	(0) (0)

^a1 = Of little importance
2 = Of moderate importance
3 = Of great importance
NR = No response

TABLE L-4
COLLEGIATE TECHNICAL EDUCATION TEACHERS' PERCEPTIONS
OF THE IMPORTANCE OF PROGRAM GOALS
(N=9)

Goal	Rank Order	Mean Rating	Frequency (f) and Percentage (%) of Respondents per Response Category ^a			
			1	2	3	NR
To develop in students an understanding of employers' expectations in the world of work	1.5	2.89	f 0 % 0	1 11	8 89	(0) (0)
To assist students in developing marketable job skills	1.5	2.89	f 0 % 0	1 11	8 89	(0) (0)
To teach students how to meet employers' expectations in the world of work	3	2.78	f 0 % 0	2 22	7 78	(0) (0)
To provide students with a practical learning experience	4	2.56	f 1 % 11	2 22	6 67	(0) (0)
To assist students in clarifying their career plans	5	2.44	f 1 % 11	3 33	5 56	(0) (0)
To assist students in clarifying their plans for post-secondary education	6	2.11	f 2 % 22	4 44	3 33	(0) (0)
To provide students with an alternative method of earning credits toward their secondary school program	7	2.00	f 2 % 22	5 56	2 22	(0) (0)
To improve student self-esteem	9	1.89	f 2 % 22	6 67	1 11	(0) (0)
To increase student motivation in school	9	1.89	f 2 % 22	6 67	1 11	(0) (0)
To reinforce classroom learning	9	1.89	f 2 % 22	6 67	1 11	(0) (0)
To provide an alternative form of education to students who are identified as potential drop-outs	11	1.78	f 4 % 44	3 33	2 22	(0) (0)

^a1 = Of little importance
2 = Of moderate importance
3 = Of great importance
NR = No response

TABLE L-5

COLLEGIATE ACADEMIC TEACHERS' PERCEPTIONS
OF THE IMPORTANCE OF PROGRAM GOALS
(N=8)

Goal	Rank Order	Mean Rating	Frequency (f) and Percentage (%) of Respondents per Response Category ^a				
			1	2	3	NR	
To provide students with a practical learning experience	1	2.88	f 0 % 0	1 13	7 88	(0) (0)	
To develop in students an understanding of employers' expectations in the world of work	2.5	2.75	f 0 % 0	2 25	6 75	(0) (0)	
To teach students how to meet employers' expectations in the world of work	2.5	2.75	f 0 % 0	2 25	6 75	(0) (0)	
To improve student self-esteem	4.5	2.63	f 0 % 0	3 38	5 63	(0) (0)	
To increase student motivation in school	4.5	2.63	f 0 % 0	3 38	5 63	(0) (0)	
To assist students in clarifying their career plans	6	2.50	f 1 % 13	2 25	5 63	(0) (0)	
To assist students in developing marketable job skills	7	2.43	f 1 % 13	2 25	4 50	(1) (13)	
To reinforce classroom learning	8	2.29	f 0 % 0	5 63	2 25	(1) (13)	
To assist students in clarifying their plans for post-secondary education	9	2.13	f 2 % 25	3 38	3 38	(0) (0)	
To provide an alternative form of education to students who are identified as potential drop-outs	10	2.00	f 2 % 25	4 50	2 25	(0) (0)	
To provide students with an alternative method of earning credits toward their secondary school program	11	1.88	f 1 % 13	7 88	0 0	(0) (0)	

- ^a1 = Of little importance
2 = Of moderate importance
3 = Of great importance
NR = No response

TABLE L-6

COLLEGIATE RE-ENTRY TEACHERS' PERCEPTIONS
OF THE IMPORTANCE OF PROGRAM GOALS
(N=6)

Goal	Rank Order	Mean Rating	Frequency (f) and Percentage (%) of Respondents per Response Category ^a			
			1	2	3	NR
To provide students with a practical learning experience	2.5	3.00	f 0 % 0	0 0	6 100	(0) (0)
To develop in students an understanding of employers' expectations in the world of work	2.5	3.00	f 0 % 0	0 0	6 100	(0) (0)
To teach students how to meet employers' expectations in the world of work	2.5	3.00	f 0 % 0	0 0	6 100	(0) (0)
To assist students in developing marketable job skills	2.5	3.00	f 0 % 0	0 0	6 100	(0) (0)
To improve student self-esteem	5	2.83	f 0 % 0	1 17	5 83	(0) (0)
To assist students in clarifying their career plans	6	2.50	f 0 % 0	3 50	3 50	(0) (0)
To provide an alternative form of education to students who are identified as potential drop-outs	7	2.20	f 2 % 33	0 0	3 50	(1) (17)
To provide students with an alternative method of earning credits toward their secondary school program	8	2.17	f 1 % 17	3 50	2 33	(0) (0)
To reinforce classroom learning	9	1.67	f 3 % 50	2 33	1 17	(0) (0)
To increase student motivation in school	10	1.33	f 5 % 83	0 0	1 17	(0) (0)
To assist students in clarifying their plans for post-secondary education	11	1.17	f 5 % 83	1 17	0 0	(0) (0)

^a1. = Of little importance
2 = Of moderate importance
3 = Of great importance
NR = No response

TABLE L-7
COLLEGIATE COMMUNITY INVOLVEMENT TEACHERS' PERCEPTIONS
OF THE IMPORTANCE OF PROGRAM GOALS
(N=9)

Goal	Rank Order	Mean Rating	Frequency (f) and Percentage (%) of Respondents per Response Category ^a			
			1	2	3	NR
To provide students with a practical learning experience	1	3.00	f 0 % 0	0 0	9 100	(0) (0)
To improve students self-esteem	2	2.89	f 0 % 0	1 11	8 89	(0) (0)
To increase student motivation in school	3.5	2.67	f 0 % 0	3 33	6 67	(0) (0)
To assist students in clarifying their plans for post secondary education	3.5	2.67	f 0 % 0	3 33	6 67	(0) (0)
To develop in students an understanding of employers' expectations in the world of work	6.5	2.56	f 0 % 0	4 44	5 56	(0) (0)
To teach students how to meet employers' expectations in the world of work	6.5	2.56	f 0 % 0	4 44	5 56	(0) (0)
To assist students in clarifying their career plans	6.5	2.56	f 0 % 0	4 44	5 56	(0) (0)
To provide students with an alternative method of earning credits toward their secondary school program	6.5	2.56	f 0 % 0	4 44	5 56	(0) (0)
To reinforce classroom learning	9	2.44	f 0 % 0	5 56	4 44	(0) (0)
To assist students in developing marketable job skills	10	2.22	f 0 % 0	7 78	2 22	(0) (0)
To provide an alternative form of education to students who are identified as potential drop-outs	11	1.89	f 3 % 33	4 44	2 22	(0) (0)

^a1 = Of little importance
2 = Of moderate importance
3 = Of great importance
NR = No response

APPENDIX M

Occupational Classification System

OCCUPATIONAL CLASSIFICATION SYSTEM
(Occupations as Reported by Parents)

A. White Collar

Accountant
Advertiser
Alderman
Bank Teller
Bell Operator
Buyer
Child Care Worker
Consultant
Credit Adjuster
Customer Service
Customs Broker
Dental Receptionist
Dietician
District Fire Chief
Executive
Fireman
Librarian
Lithographer
Manager
 Administrative
 Corporate Risk
 Distribution
 Mapping
 Money Market
 Office
 Operations
 Sales
 Service
Marketing Representative
Material Co-ordinator
Medical Technologist

Owner
 Garage
 Restaurant
Photographer
Police Officer
Production Planner
Quality Control
Radio Announcer
Real Estate
Registered Nurse
Sales
 Cashier
 Central Supply Assistant
 Commercial Sales
 Commercial Traveller
 Purchasing Agent
 Rental Agent
 Sales Clerk
 Salesman
 Technical Sales Specialist
 Wholesale Lumber Sales
Secretarial/Clerical
 Administrative Assistant
 Bank Clerk
 Bookkeeper
 Clerk
 Data Entry Clerk
 Executive Secretary
 Postal Clerk
 Receptionist
 Secretary
 Stenographer
 Typist
Social Worker
Supervisor
 Administrative
 Mortgage Accounting
 Office
Teacher
Underwriter

B. Blue Collar

Assembler
Box Maker
Brake Operator
Butcher
Cafeteria Help
Caretaker
Cleaner
Construction Worker
Design Draftsperson
Driver
Dry Cleaner
Electrician
Electronic Assembler
Factory Worker
Fisherman
Fitter
Foreman
Gardener
Glazier
Helper
Hydro Inspector
Installer
Instructor
Laundry Worker
Machine Operator

Maintainance
Mechanic
Motor
Superivsing
Methods Engineer
Millwright
Painter
Piano Tuner & Technician
Plant Engineer
Plumber
Receiver
Retail
Seamstress
Security
Serviceman
Shipper
Sign Builder
Station Attendant
Surveyor
Technician
Technologist
Tool & Die
Truck Driver
T.T.C. Operator
Upholsterer
Welder

C. Other

Homemaker
Retired
Student
Unemployed

APPENDIX N

Position Paper of the Ontario Federation of
Labour: Statement on Work Experience

ONTARIO FEDERATION OF LABOUR

STATEMENT ON WORK EXPERIENCE

As well as creating confusion and mistrust on the part of labour councils of work experience programs, the Early School Leaving Regulation 159/75, February 26, 1975 has forced the OFL into defining for its purposes the meaning of work experience and forging a response to that definition.

Fundamentally this report will suggest two things. First, the OFL, its affiliates and labour councils, should recognize work experience programs when they are an integral part of a credit course and will clearly enrich the student's understanding of the subject material. It should be noted that this excludes from approval students working under the above-mentioned regulation which has for its purpose and objective the provision of an alternative to the regular school program rather than the principle of "enrichment" inherent in work experience programs.

Secondly, this report will recommend specific guidelines under which representatives of labour councils may be encouraged to participate in work experience programs.

In the past our policy has been one of opposition to work experience, placing labour in a difficult position. The reasons for that opposition were varied and many of those reasons are equally valid today. The following list, though not exhaustive, represents a cross-section of those concerns.

(a) Trade union fear of the exploitation of children as a source of cheap labour. This factor became especially true where students were to be paid for work done as part of a work experience program.

(b) Related to item (a) is a deep seated and legitimate fear based on past experience that work experience would result in a loss of jobs for adult workers. This particular issue takes on a special significance during adverse economic conditions and for some specialized areas of the work force.

(c) Trade unions have been concerned about the legal responsibilities of boards and employers. Are they such that they protect the student, e.g. compensation, life insurance, etc.?

(d) In our view many work experience programs were developed in isolation. There was little or no contact with trade unions. Assessment of labour market needs and planning to meet these needs has rarely been a major feature of these programs. Consequently, students were frequently being trained for occupations with a surplus of workers. In short, there is a suspicion that work experience programs reflected bureaucratic-administrative needs rather than those of the students.

(e) Another concern of labour revolves around the subject of payment of students on work experience. Should they receive, in principle, any payment for work which may be classified as part of a learning experience designed to enhance and upgrade their knowledge in a particular skill area? Or, by not paying them, do we encourage their use for the purpose of production and corporate profit? This subject has not been clearly dealt with in the past and yet it is of central concern to any policy on the subject.

(f) Different unions have had differing views of work experience resulting from differing union structures and practices. For example, opposition to work experience has not been as great from locals confined to plant locations as long as no one in that plant is laid off.

However, skilled trades within the building and construction trades have locals which by and large comprise a whole city, local areas or indeed, in some instances, the entire province. These groups have been opposed on two grounds.

First, since many of the above-mentioned skilled trades have a longstanding tradition of apprenticeship programs which are in effect work experience pro-

is of a highly-skilled nature, the skilled trades in building and construction would be undoubtedly unwilling, not unjustifiably, to participate in work experience programs which they believe infringe on currently existing, effective internal programs.

Secondly, the skilled trades would have the same apprehension as industrial unions, when students are allowed to work on sites where fulltime employees are laid off. This becomes especially true when the seasonal nature of the construction industry is considered.

(g) Finally, the difficulty in dealing with work experience has been compounded by the multiplicity and variety of approaches which made a single policy difficult to achieve. Consequently, an O.F.L. policy statement on the subject must necessarily be a general statement, relying on labour councils to evaluate programs at the local level in the light of that policy.

As a result of the Kitchener convention, the need for reconsideration of our attitude towards work experience programs became evident. The convention accepted a Resolutions Committee motion of non-concurrence with the following resolution submitted by the Oakville & District Labour Council:

"WHEREAS many school boards are developing a work experience program, and

WHEREAS no trade unionist should endorse or support the placing of 14 and 15 year old children into the work place, and

WHEREAS nothing will destroy a child's ability to study and think clearly more than to be subjected to the daily grind of industry;

THEREFORE BE IT RESOLVED that the Ontario Federation of Labour oppose the introduction of "Work Experience" committees into the education system."

In effect this leaves the OFL without a clear policy on the subject, thereby inviting the Education Committee to formulate a new, but temporary, policy which could be made permanent after a trial period.

Recommendations:

It is recommended that the OFL revise its policy on work experience to one of conditional support as outlined in the recommendations to follow.

First, the OFL endorses work experience in our schools on the principle that not all education takes place in the classroom—indeed much of the best education occurs beyond the four walls of the school. In all work experience programs there must be a clear demonstration that the programs will increase the student's understanding of the subject. To achieve this the board of education should make certain that a clear set of objectives for the programs are stipulated. Once these have been established, provision should be made for an evaluation system of the pro-

gram by students, instructors and all organizations involved, e.g. trade unions and business.

Secondly, the OFL supports work experience in the belief that it will make the student more employable. With greater variety of educational experience, it is to be hoped that students will be encouraged to stay in school to complete the academic portion of their programs. In addition, it should be an objective of any work experience program to encourage those students who, having left school at an earlier age, may now be interested in returning to school.

To ensure that the above endorsement is honoured and that the objectives of an effective work experience program are met, the OFL recommends that all programs be evaluated by labour councils using the following criteria:

1. A clear, unequivocal distinction between work experience as an enrichment element of an educational program versus students in the work force under age 16 must be maintained. The distinction between the two programs is particularly important for labour on two grounds.

First, the objective of each is entirely different. The objective of releasing students from regular attendance under the Early School Leaving legislation of 1975 is to provide the student with an alternative to regular attendance by placing the child at least partially in the work force. Work experience programs permit supervised periodic absenteeism as part of a course of study. The central aim of such a program is to supply additional learning opportunities within a given subject. The Early School Leaving legislation simply recognizes that the student under 16 is a problem and suggests that working is the answer. Unfortunately there is then a tendency to answer any attendance problem by taking the student out of school under this legislation.

Secondly, age is equally important in making a distinction between work experience and early school leaving. Work experience in the vast majority of cases will apply to students over age 16 who are legally free to work, and who in many cases will join the work force in the near future. However, early school leaving applies to children under 16 who are not legally free to work according to the Employment Standards Act, and represents a final futile effort to solve problems of students which, for one reason or another, have remained unsolved in the past.

In the first case there is little that the labour movement can do to prohibit the development of work experience. At a very minimum we can attempt to influence them positively by stating

basic criteria for such programs. At a maximum, by keeping the two programs separate, the labour movement can strive to make work experience a positive educational experience. However, in the case of Early School Leaving there are questions of legality and morality. The labour movement cannot condone even the remote possibility of child labour—a practice which we fought long and successfully against. Finally, we must oppose Early School Leaving for increasing the number of unemployed at a time when unemployment is unnecessarily high.

To ensure the division of these programs and their separate evaluation, it will be necessary to maintain separate records of persons involved and types of programs for each. Prior to assisting in work experience programs, we should insist that separate records be kept as a condition of our support. If at any time during the deliberations of a work experience committee it should become evident that the board or its employees is attempting to treat these programs as one, the labour council involved should withdraw its endorsement.

2. Boards should establish Work Experience Committees, composed of representatives of labour, management and education, to advise work experience co-ordinators. Labour councils should insist on fair representation (do not accept token membership). Should the board or committee fail to abide by recommendation 1, labour council representatives should withdraw and inform the OFL Director of Education immediately.
3. Work experience programs should not be implemented or maintained in situations where employees are currently laid off. In the case of the building trades, construction sites, or any operation going beyond one site, the rule must be no work experience in that trade(s) unless prior agreement has been reached with the trade(s) involved.
4. Any work experience program must make as its prime objective the matching of student skills needed to the placement of the student. There is little value in having a student placed in an automotive shop if he/she is interested in electronics. This can be checked by noting if adequate guidance has been given for career goals. The particular work experience should be seen as an integral part of a credit.
5. In an age of mobility in which employees will frequently change jobs and students frequently will not find employment in their local communities, it is imperative that the student re-

ceive thorough work experience training which will be of use in a variety of communities. Consequently guidelines for work experience programs should be consistent and uniform across a board of education and the province. Serious questions should be raised about programs which purport to satisfy local needs only. Indeed the labour movement should be a leader in insisting that all programs conform to Ministry of Education guidelines when they are published.

6. Programs should be instituted only where working conditions conform to provincial safety requirements. In addition, in any situation where existing laws are being met, but new information on industrial health and safety has raised doubts about the impact on the worker's health, work experience programs should not be instituted, and should they currently exist, they should be terminated.
7. To further secure students on work experience programs, labour representatives on committees should ensure that boards of education carry extra insurance to cover the student in the event of accident.
8. To safeguard the student, the board of education, through a work experience co-ordinator and the work experience committee, must ensure that students work under direct and constant supervision of a permanent employee.
9. All programs must be monitored at the school level for validity (see recommendations 4 and 5), working conditions, and should make provision for the incorporation of union suggestions.

To achieve this objective, it is recommended that:

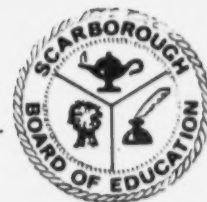
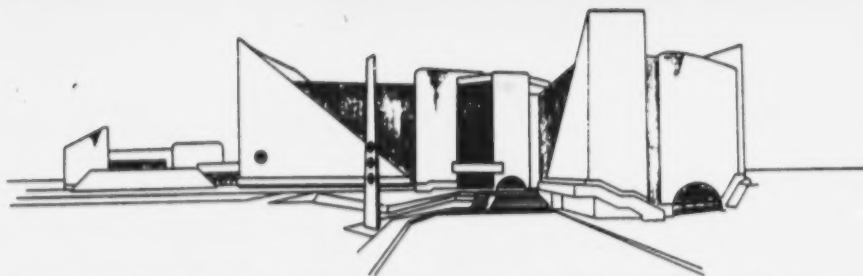
- (a) labour councils undertake the responsibility for monitoring work experience.
- (b) labour councils maintain close contact with the OFL Education Committee in order to effectively evaluate programs and to ensure an effective exchange of information across the province.
- (c) labour councils, in view of the close relationship of work experience to collective bargaining, in many areas, should contact all its affiliates to ascertain their views. Wherever possible the affiliates should be requested to nominate persons to sit on work experience committees.
- (d) labour councils should insist that specific evaluation plans and methods are included in any work experience program instituted by a board of education.

APPENDIX O

Form Letter Outlining
Students' Insurance Coverage

W. A. PARISH
Director of Education
Secretary and Treasurer

J. J. WATT
Assistant Director
of Education



THE BOARD OF EDUCATION FOR THE BOROUGH OF SCARBOROUGH

EDUCATION CENTRE, 110 BOROUGH DRIVE, SCARBOROUGH, ONTARIO, M1P 4N6 TEL. 296-7111

May, 1980

This is to certify that all students involved in a co-operative education program are fully covered by insurance as follows:

- (a) Each student is covered under a general accident with the Commercial Union Assurance Company of Canada for death, dismemberment or loss of sight, and for permanent total disability.
- (b) Each student is covered for personal liability under the Board's liability policy held with the Kansa General Insurance Company.
- (c) The Scarborough Board of Education is fully protected against liability lawsuits with the Kansa General Insurance Company.

Yours very truly,

THE BOARD OF EDUCATION FOR THE BOROUGH OF SCARBOROUGH

W.D. Mason,
Comptroller of Finance.

ERIC CLEARINGHOUSE FOR
JUNIOR COLLEGES JUN 5 1987

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Finance W. D. MASON, Comptroller
Personnel C. R. MASON, Superintendent
Planning and Operations J. W. WADE, Superintendent

Plant T. A. LENNARD, Superintendent
Program C. A. COWAN, Superintendent
Student and Community Services J. P. McLOUGHLIN, Superintendent